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Get ready for... Flyers

2nd Edition

Tamzin Thompson

Teacher's Book

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Get ready for... Flyers

2nd Edition

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Introduction

What is *Get Ready for Flyers?*

Get Ready for Flyers is the third level of a three-level series designed to prepare children for the three Cambridge English Qualifications for young learners, Pre A1 Starters, A1 Movers and A2 Flyers.

Get Ready for Flyers is not a coursebook. It is intended to be used alongside your usual coursebook or other English work. We suggest that you set aside regular times for *Get Ready for Flyers* work, e.g. one lesson per week. Alternatively, you could use *Get Ready for Flyers* as the basis for your class's work, but it should ideally be supplemented with other material, such as songs and further stories, and perhaps some craft-based activities.

About CYLET Flyers

Cambridge English Qualifications for young learners are aimed at children in the 7–12 age group. They provide a reliable indication of how well children are performing in English, in the skills of listening, speaking, reading and writing. Flyers is the second of the three tests, and is set at Level A2 on the Common European Framework of Reference (CEFR).

The Flyers test is divided into 16 parts: Listening parts 1–5, Reading and Writing parts 1–7, and Speaking parts 1–4.

Listening

25 minutes/25 items

There are four parts. Each part begins with a clear example. All the texts are heard twice.

	Main skill focus	Input	Expected response/item type	Number of items
1	Listening for names and descriptions	Picture, names and dialogue	Match names to people in a picture by drawing a line	5
2	Listening for information and numbers / spelling	Gapped text and dialogue	Write words or numbers	5
3	Listening for detailed information	Pictures sets and dialogue	Match pictures with information by writing letters in a box	5
4	Listening for specific information	Three-option multiple-choice pictures and dialogues	Select one of three pictures by ticking box	5
5	Listening for lexis and specific information	Picture and dialogue	Colour and write	5

Reading & Writing

40 minutes/50 items

There are seven parts, each starting with a clear example.

	Main skill focus	Input	Expected response/item type	Number of items
1	Reading and understanding definitions	Lexical sets of nouns and definitions	Match words to definitions by copying the word	10
2	Reading and identifying appropriate utterances	Short dialogue with multiple responses	Select the best response by writing the appropriate letter	5
3	Reading and completing a gapped text with one word	Cloze text with missing words (nouns, adjectives or verbs) supplied	Copy the missing words correctly, then select the best title for the story from a choice of three	6
4	Reading and completing a gapped text with one word	Cloze text with three-option grammatical multiple choice	Copy the missing words correctly, by selecting the best word from a choice of three	10

5	Reading and understanding a story and completing sentences about the story	Short text with gapped sentences	Read the story then complete the gapped sentences by writing 1, 2, 3 or 4 words into each sentence	7
6	Reading a gapped text and providing single words to complete gaps	Open cloze (no missing words supplied) text	Write one word in each gap (no word supplied)	5
7	Writing a short story	Three pictures	Write a short story based on three pictures given.	1

Speaking

7–9 minutes/4 parts

This takes the form of a one-to-one exchange. The language used by the examiner is based on and controlled by a script (there are examples of this in teaching notes for the Speaking tests). For full details of the requirements of the Speaking Test, how to prepare for it, and three practice tests, see the section beginning on page 120.

How does *Get Ready for Flyers* prepare children to sit the A2 Flyers exam?

Syllabus coverage

As children progress through the book, they will encounter and practise all the vocabulary and grammar from the Flyers syllabus. Therefore, children who have completed *Get Ready for Flyers*, and are confident with all the vocabulary and grammar within it, can be considered ready to sit the Flyers level of CYLET.

Familiarization with the Flyers exam format

Each main unit of *Get Ready for Flyers* contains one, two or three practice test activities (a combination of Reading & Writing and Listening) and there is a complete Speaking practice test at the end of each Revision unit. Thus, by the end of the book, children will have practised all of the 16 parts of the Flyers test.

It is worth noting that children sometimes become anxious and stressed by the prospect of a test. Doing the *Get Ready for Flyers* test practice activities regularly in a relaxed classroom environment can do a great deal to relieve their anxiety, as they will be very familiar with the format of each part of the test by the time they sit the Flyers exam.

Lots of speaking practice

Get Ready for Flyers contains three complete Speaking Tests (on photocopiable pages in the Teacher's Book), with preparatory activities in each Revision unit. However, because the Speaking Test consists of a conversation, the best way to prepare for the test is to do lots of talking! *Get Ready for Flyers* contains a large number of pairwork speaking activities, which are integrated with the Student's Book story line in order to engage and motivate learners.

Some of these activities prepare children for Part 4 of the Speaking Test, where they need to be able to confidently answer questions about their own lives. Other activities involve describing and answering questions about pictures, which is a skill needed for Parts 2 and 3 of the Speaking Test.

Extra reading practice

In Units 1, 3, 5, 7, 9 and 11, there is a recurring Extended reading feature. This takes the format of a diary written by one of the key characters, so offers ongoing interest to children as well as providing further practice in longer reading comprehension activities.

Key features

Characters, stories and contexts

Each main unit contains a story about twins, Holly and Harry, and their family and friends. These characters also appear in other activities throughout the book. The stories each show an everyday context that children will easily identify with, and are used to present colloquial language from the Flyers syllabus in a natural way. Some units use a longer conversation activity instead of the picture-frame story, to allow coverage of more material. These can be used as extended playscripts in lessons.

Modelling of important grammar points

Important structures are highlighted on the page by two cartoon characters with speech bubbles. Children usually then use these speech bubbles as a model for a speaking activity. These characters and speech bubbles can easily be found by children as they look back through the book, and thus act as a handy reference and reminder of the structures that they have learnt and practised.

Graded syllabus

Get Ready for Flyers has a carefully graded syllabus. Each unit introduces a topic from the Flyers syllabus, and the test practice activities at the end of each unit do not go beyond the vocabulary and grammar that have been covered so far.

The *Get Ready for Flyers* syllabus of course won't correspond exactly to the syllabus of your class coursebook. You are likely to find, with each unit, that children will have covered some of the language but that other language will be new. The coverage of vocabulary and grammar in your coursebook may be more in-depth. *Get Ready for Flyers* can thus be used both to reinforce known language, and to 'preview' language that is yet to be covered in the coursebook. When you start a new topic or unit in either book, make links between the two books by asking children to recall other vocabulary related to the topic.

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Balance of skills practice

Get Ready for Flyers contains a variety of activities that practise the skills of listening, speaking, reading and writing. The main skills practised on each page are highlighted in the page headings. The other heading is 'Words', this signals the introduction of the new vocabulary needed for the Flyers test.

Revision and recycling

Vocabulary and grammar are revised frequently throughout the book. In addition to this, the artwork (particularly on the Words and Story pages), often provides further opportunities for revision and speaking practice. Encourage children to look for and name other items in the pictures that aren't named in the activities. You can also ask them questions about the pictures while they are working individually, e.g. *What's this?* or *What's the boy doing in this picture?*

Components

Student's Book with audio

This is a 120-page colour book, containing all the presentation and practice material that you will need for your designated CYLET practice lessons. The book is made up of an introductory unit, twelve main units, and three revision units. There is also a comprehensive Wordlist containing all the words from the Flyers syllabus, and a two-page Grammar reference.

The practice material in the book provides practice of all four skills: listening, speaking, reading and writing. Although each of the units follows the same basic format, the book contains a wide variety of activity types, to keep children interested and engaged. There are puzzles, labelling and sentence completion activities, lots of speaking activities – and of course Flyers test practice material.

Each unit has a story that puts some of the new language from the unit in a context that will be familiar to the children. The stories feature two children called Holly and Harry, and their friends and family, and these people also appear regularly in other activities.

The Student's Book is designed to be written in, thus providing a record of the children's progress as they work through the book. The wordlist at the back of the book has spaces where children can record a translation of each word as they learn it. They can then use the completed wordlist for reference and revision.

Audio

Each Student's Book is packaged with an access card which allows to you download the audio. You have access to all the audio material that you will be using in the classroom – the listening activities and stories. Parents and children can download the audio at home to listen again to the audio in order to consolidate their learning.

Teacher's Book

As well as this introduction, the Teacher's Book contains the following:

- a tour of the Student's Book
- a vocabulary and grammar index for the Student's Book
- detailed teaching notes, with extra off-the-page activities such as games and warmers, and further ways of exploiting the material in the book
- photocopiable activities offering one speaking activity per unit, and extra reading and listening activities to reinforce class work
- practice Speaking tests
- an ideas bank containing suggestions for games and class activities

Classroom presentation tool (CPT)

Get Ready for Flyers CPT contains digital classroom resources. All these resources can be used interactively, either on an interactive whiteboard (IWB) or on a projector. The in-built teaching tools allow you to model the activities to the class or complete the activities together as a whole-class.

The CPT includes:

- all pages from the Student's Book on screen
- complete audio for the course
- answer keys

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Ideas bank

Hangman

- Divide the class into two teams. Choose a word from a set you want to revise.
- Invite children from each team in turn to guess one of the missing letters. If the team correctly guesses a missing letter, write the letter on the correct line(s) on the board. If the team guesses a letter which is not in the word, draw the first part of a simple picture (a flower with five petals, a stem and two leaves / a house with three windows, a door and a chimney).
- If a team guesses the word before you have completed the picture, award them one point. If not, continue the game with another word.

Odd one out

- Write three words from one vocabulary set and one word from a different vocabulary set on the board (in any order).
- Ask a child to say which word is the odd one out and why.
- Repeat with other children and other sets of words.
- You can play this as a game in two teams if you like.

Guess the word

- Start writing the words from a vocabulary set on the board, one at a time. Write each letter slowly.
- Ask children around the class to call out the word when they can guess what it is. Ask the children to call out the remaining letters to spell the word.
- You can play this as a game in two teams if you like.

Memory game

- Write the words for parts of the body on the board. Tell the class to look at the words for one minute (or less), then close their eyes.
- Erase two or three words from the board. Tell the children to open their eyes and say which words are missing.
- Repeat the game, erasing different words each time. You can play this as a game in two teams if you like.

Bingo

- Play a game of Bingo to warm the class up and revise the words from a vocabulary set of your choice.
- Tell the children to write six or eight words from the set in their notebooks. Tell them to only use singular nouns.
- Call out the words from the set in random order (keep a note of the words which you have called out).
- If a child has the word you call out in their notebooks, they can cross out that word. The first child to cross out all their words wins the game.

Word jumble

- Ask the children to say words which they have difficulty spelling.
- Write the words on the board, one at a time, with jumbled letters.
- Invite children around the class to call out, or come to the board and write, the letters in the correct order.

Picture dictation

- Do a picture dictation with the class. Describe a suitable scene slowly for the children to draw and colour. For example, you could describe a classroom scene: *This is a classroom. There's a board on the wall. There's a big desk in front of the board. There's a bag under the desk. The bag is blue. There are three pens on the desk. The pens are red. There's a ruler next to the pens. The ruler is green. There are lots of letters on the board. There's a clock on the wall next to the board. The clock is orange.*

Missing letters

- Write the words from a vocabulary set on the board, one at a time, with two or three letters missing from each word.
- Ask children around the class to call out, or come to the board and write, the missing letters.
- You can play this as a game in two teams if you like.

Simon says

- You can play a game of *Simon Says* to warm the class up and practise activities, once you have covered enough verbs.
- Give instructions to the class, for example *Simon says play / run / jump / sing.*
- Tell the class that they should only do the action if you say *Simon says* before it.
- If a child does the action when you did not say *Simon says*, they are out of the game. The last child left in the game is the winner.

I spy

- Play a game of *I Spy*, using objects in the classroom. You can also practise colours in this way – instead of saying the initial, letter, say *I spy with my little eye ... something (blue).*
- You can play this as a game in two teams if you like, with children from each team in turn 'spying' an item for the other team to guess.

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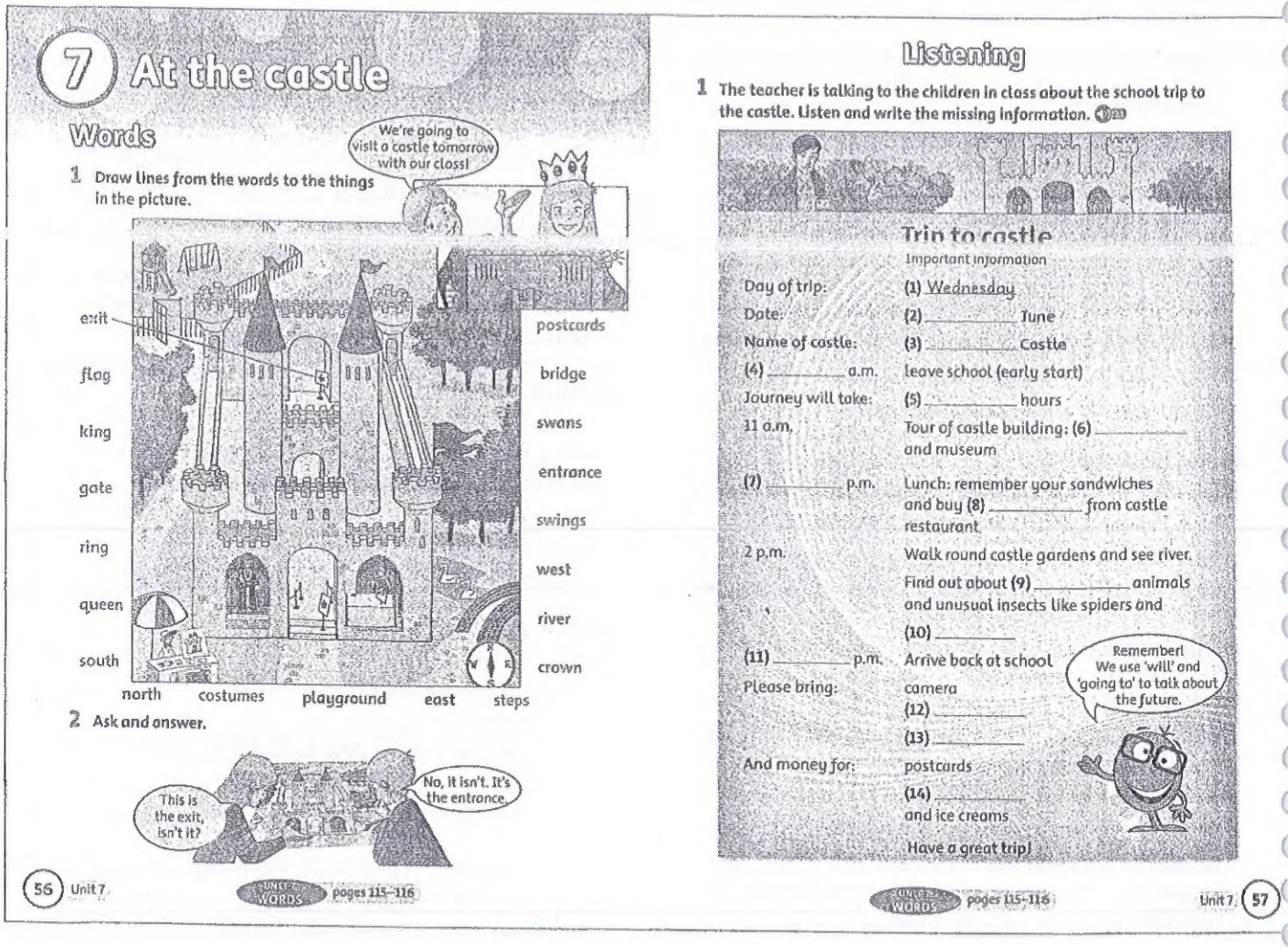
Tour of a unit

A tour of a unit

Each main unit of the Student's Book provides enough material for five lessons, and follows the same basic pattern.

Pages 1 and 2



7 At the castle

Words

1 Draw lines from the words to the things in the picture.

We're going to visit a castle tomorrow with our class!

exit, flag, king, gate, ring, queen, south, north, costumes, playground, east, steps, postcards, bridge, swans, entrance, swings, west, river, crown

2 Ask and answer.

This is the exit, isn't it?

No, it isn't. It's the entrance.

56 Unit 7 UNIT 7 WORDS pages 115–116

Listening

1 The teacher is talking to the children in class about the school trip to the castle. Listen and write the missing information.

Trip to castle

Important information

Day of trip:	(1) Wednesday
Date:	(2) _____ June
Name of castle:	(3) _____ Castle
(4) _____ a.m.	leave school (early start)
Journey will take:	(5) _____ hours
11 a.m.	Tour of castle building: (6) _____ and museum
(7) _____ p.m.	Lunch: remember your sandwiches and buy (8) _____ from castle restaurant.
2 p.m.	Walk round castle gardens and see river. Find out about (9) _____ animals and unusual insects like spiders and (10) _____
(11) _____ p.m.	Arrive back at school
Please bring:	camera (12) _____ (13) _____
And money for:	postcards (14) _____ and ice creams

Have a great trip!

Remember! We use 'will' and 'going to' to talk about the future.

UNIT 7 WORDS pages 115–116 Unit 7 57

The first page of each unit presents the main new vocabulary for the unit. This is practised on the following page, with extra items added depending on the context.

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Pages 3 and 4

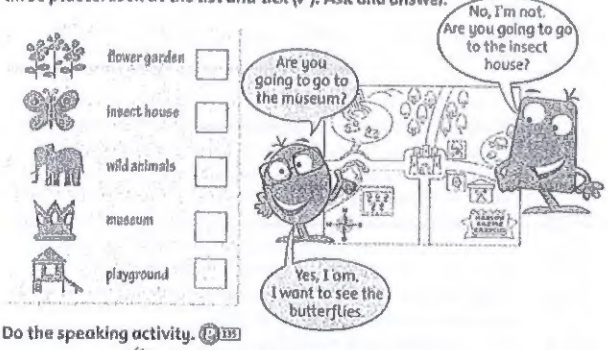
Conversation

1 Listen, read and act. 2.20

Mr Brown is talking to Holly and Harry about their trip.

Mr Brown: Are you going to go on a trip to the castle tomorrow?
Holly and Harry: Yes, we are!
Mr Brown: What are you going to do there?
Holly: I'm going to look at the insects in the insect house!
Harry: I hate insects! I'm going to go to the playground.
Holly: Oh, Dad, we need some money because we're going to buy some postcards.
Harry: And some ice cream!
Mr Brown: Well, it's going to be cloudy tomorrow and it might rain. So make sure you take your umbrellas.
Holly: OK, we will, Dad!
Mr Brown: And are you going to do your homework before you go to bed?
Holly and Harry: No, we aren't! We're too excited!

2 You are going to visit the castle tomorrow, but you can only visit three places. Look at the list and tick (✓). Ask and answer.



3 Do the speaking activity. p.135

Reading & writing

1 It's Wednesday evening and Mrs Brown is talking to Holly and Harry. Read their conversation and write the missing words.

spent did walked do saw send

Mrs Brown: Did you have a good trip to the castle today, Harry?
Harry: Yes, I (1) did ! I (2) _____ all my money on this castle made of card.
Mrs Brown: What did you (3) _____ on the trip to the castle, Holly?
Holly: I (4) _____ all the rooms in the castle and then I (5) _____ through the castle gardens!
Mrs Brown: And you've got a postcard, Holly.
Holly: Yes, I'm going to (6) _____ it to Grandma tomorrow.
Mrs Brown: Are you going to do your homework before you go to bed?
Holly and Harry: No, we aren't! We're too excited!

2 Holly is writing about the journey to the castle and what she did when she arrived. Join the sentence halves and write the missing words.

over high early cheap

arrived bought left had

1 It was very early in the morning
2 The bus went _____ up in the hills
3 The bus went _____ the bridge
4 The postcards were quite _____ so

a and we _____ in front of the castle.
b I _____ one for my grandma.
c when we _____ school on the bus.
d so we _____ an amazing view of the castle.

These pages contain a story or conversation, and activities to practise vocabulary and grammar via the four skills: reading, writing, speaking and listening. The skills practised on these pages are highlighted in the headings at the top of each page. The story or conversation can feature grammar that has already been covered in the unit, or can be used to present new structures. It also incorporates some of the vocabulary that children learned on pages 1 and 2 of the unit.

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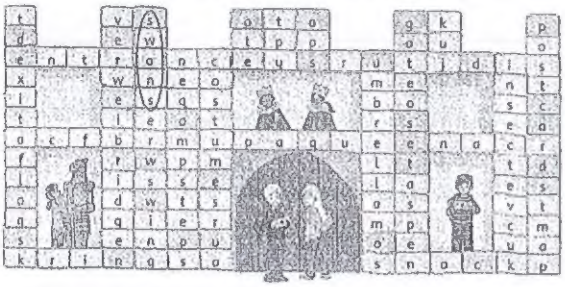
Pages 5 and 6

Words

1 Read the sentences and circle the words in the wordsearch puzzle.



1 Birds on the river.
2 You go into the castle here.
3 The way out.
4 Buy these at the castle shop.
5 A butterfly is a pretty one.
6 A kind of door into a garden.
7 Go over water on this.
8 You walk up these to enter.
9 You wear it on your finger.
10 You sit on this in the playground.
11 Something to eat between meals.
12 A woman who wears a crown.
13 You need this if it rains.
14 Look at this to find your way.
15 There's one on top of the castle.
16 Children dress up in these.

2 Follow the instructions, draw lines and write the letters. Find a word which describes trip to the castle.

a	e	m	p	h	f	t	e	i
q	b	r	o	c	j	g	n	d
n	o	c	e	b	o	l	z	y
j	c	t	s	x	d	h	x	k
m	u	g	n	b	t	e	i	t
l	v	p	z	@	f	w	t	k

Instructions:
1 ~~east four~~
2 north two
3 west three
4 north three
5 east five
6 south two
7 west three
8 south two
9 east five

Start here

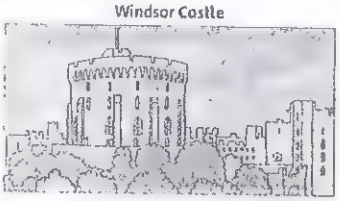
The castle trip was _ _ _

Pages 7 and 8

Flyers practice test

Read the text. Choose the right words and write them on the lines.

Windsor Castle



Example The largest and __most__ famous castle in England is called Windsor Castle. Kings and Queens have often lived there. A special flag flies from the top of the castle _____ the King or Queen is at home.

2 In the 13th century King Henry the third built the large apartments in the castle. You can still go inside the castle, _____ a tour of these apartments and learn about English history.

3 _____ you like to visit Windsor Castle? The best time

4 to go is in the autumn _____ there's a big festival at that time of year, and Windsor is very busy during the summer.

Queen Mary's Dolls' House

5 In Windsor Castle you can see _____ very unusual and lovely. Queen Mary's Dolls' House is a very old toy house.

6 When you look _____ the front door you can see a hall with paintings on the walls by real artists. The lights come on

7 and go off in all the rooms. In the library, bookcases are full of books that you can read. Stairs go _____ to the bedrooms

8 _____ dolls have cupboards full of the most amazing

9 clothes, brushes and combs. You really _____ see it!

10 To find _____ more about Windsor Castle and Queen Mary's Dolls' House visit this website: www.royalcollection.org.uk

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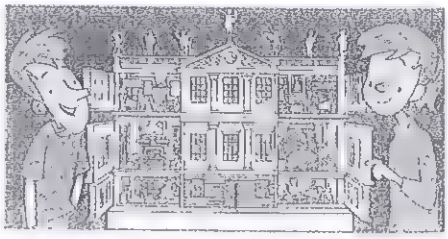
Flyers practice test • Reading & Writing, Part 4

Flyers practice test



Example	most	much	many
1	who	when	what
2	has	have	had
3	Could	Should	Would
4	so	than	because
5	something	everything	anything
6	between	through	down
7	up	by	at
8	which	whose	where
9	need	must	can't
10	out	off	over

Flyers practice test • Reading & Writing, Part 4

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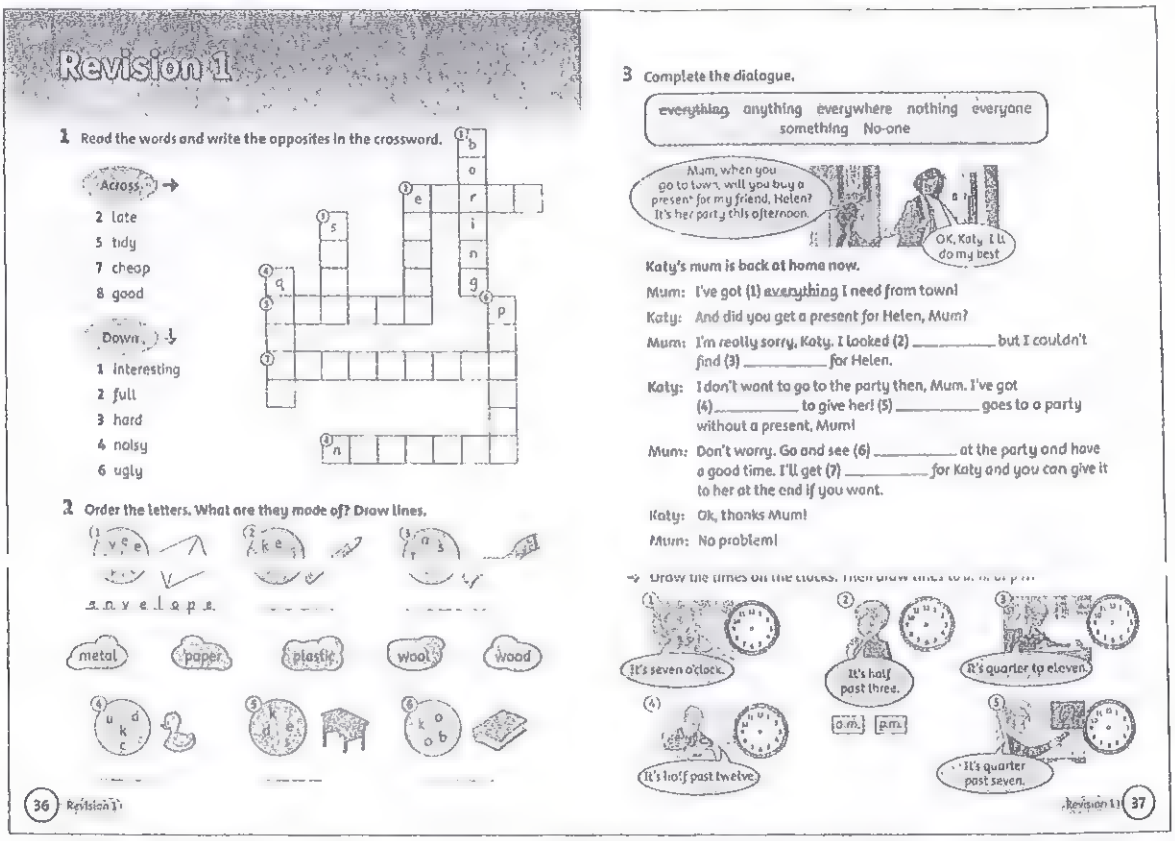
These pages provide practice tests that follow the format of the real Flyers tests. They are carefully graded so that they only include language that has been covered so far in the book. The tests combine Reading & Writing, and Listening; thus two of the parts of the Flyers test are covered in each unit. (Note that there is a complete Speaking test at the end of each Revision unit.)



Revision 1

1 Read the words and write the opposites in the crossword.

Across →
2 late
5 tidy
7 cheap
8 good

Down ↓
1 interesting
2 full
3 hard
4 noisy
6 ugly

2 Order the letters. What are they made of? Draw lines.

1 v s e → envelope
2 k e
3 n s
4 u d k c
5 k d
6 k o o b

envelope _____ _____ _____

metal paper plastic wool wood

3 Complete the dialogue.

~~everything~~ anything everywhere nothing everyone something No-one

Mum, when you go to town, will you buy a present for my friend, Helen? It's her party this afternoon.

OK, Katy. I'll do my best.

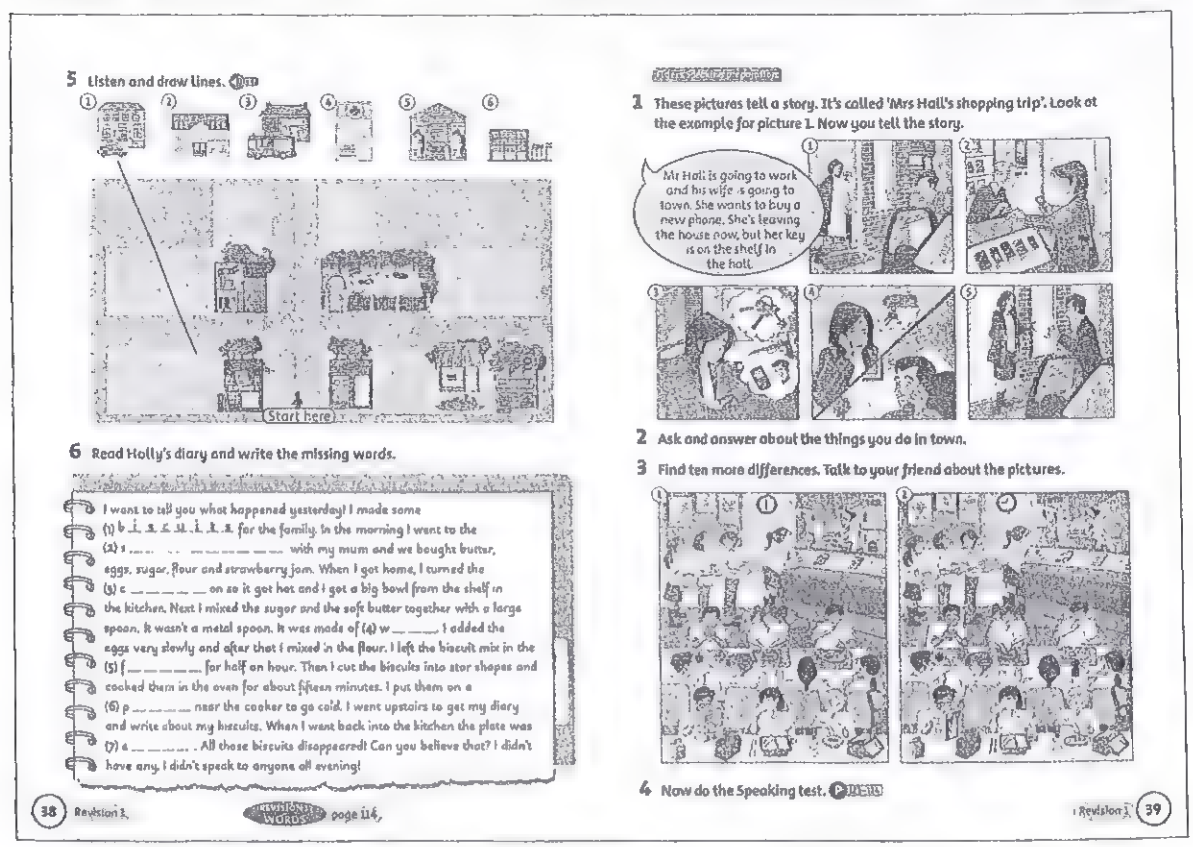
Katy's mum is back at home now.

Mum: I've got (1) everything I need from town!
Katy: And did you get a present for Helen, Mum?
Mum: I'm really sorry, Katy. I looked (2) _____ but I couldn't find (3) _____ for Helen.
Katy: I don't want to go to the party then, Mum. I've got (4) _____ to give her! (5) _____ goes to a party without a present, Mum!
Mum: Don't worry. Go and see (6) _____ at the party and have a good time. I'll get (7) _____ for Katy and you can give it to her at the end if you want.
Katy: Ok, thanks Mum!
Mum: No problem!

→ Draw the lines on the clocks. Then draw lines to the pictures.

1 It's seven o'clock.
2 It's half past three.
3 It's quarter to eleven.
4 It's half past twelve.
5 It's quarter past seven.

a.m. p.m.



5 Listen and draw lines. 1.11

1 2 3 4 5 6

Start here

6 Read Holly's diary and write the missing words.

I want to tell you what happened yesterday! I made some (1) b _ _ _ _ _ for the family. In the morning I went to the (2) s _ _ _ _ _ _ _ _ _ with my mum and we bought butter, eggs, sugar, flour and strawberry jam. When I got home, I turned the (3) c _ _ _ _ _ on so it got hot and I got a big bowl from the shelf in the kitchen. Next I mixed the sugar and the soft butter together with a large spoon. It wasn't a metal spoon. It was made of (4) w _ _ _ _. I added the eggs very slowly and after that I mixed in the flour. I left the biscuit mix in the (5) f _ _ _ _ _ for half an hour. Then I cut the biscuits into star shapes and cooked them in the oven for about fifteen minutes. I put them on a (6) p _ _ _ _ _ near the cooker to go cold. I went upstairs to get my diary and write about my biscuits. When I went back into the kitchen the plate was (7) e _ _ _ _ _. All those biscuits disappeared! Can you believe that? I didn't have any. I didn't speak to anyone all evening!

1 These pictures tell a story. It's called 'Mrs Hall's shopping trip'. Look at the example for picture 1. Now you tell the story.

Mr Hall is going to work and his wife is going to town. She wants to buy a new phone. She's leaving the house now, but her key is on the shelf in the hall.

2 Ask and answer about the things you do in town.

3 Find ten more differences. Talk to your friend about the pictures.

4 Now do the Speaking test. 1.12

NEW FRIENDS WORDS page 114

Each Revision unit focuses on revising grammar and vocabulary from the previous four units (although they may include language from previous terms as well). They contain a variety of fun activities that will remind children of how much they have learnt. The fourth page practises skills that will prepare children for one or more parts of the Speaking Test that they will complete after the end of the Revision Unit.

Before beginning the Speaking Test, look through the whole sample Speaking Test with the children, and remind them what each part of the test entails. The complete set of sample tests can be downloaded at: http://www.cambridgeesol.org/exam-preparation/index.html#yle

Checklist

This course covers the following topics:

- Animals
- The body and face
- Clothes
- Colours
- Family and friends
- Food and drink
- Health
- The home
- Materials
- Numbers 1–1,000
- Places and directions
- School
- Sports and leisure
- Time
- Toys
- Transport
- Weather
- Work
- The world around us

Listening

The skills covered in this course include:

- Listening for names and descriptions
- Listening for names, spellings and other information
- Listening for words, names and detailed information
- Listening for specific information of various kinds
- Listening for words, colours and specific information

Reading & Writing

The skills covered in this course include:

- Reading definitions and matching to words
- Copying words
- Reading sentences about a picture, writing one-word answers
- Reading and completing a continuous dialogue
- Writing letters
- Reading for specific information and gist
- Reading a story
- Completing sentences
- Reading and understanding a factual text
- Reading and understanding a short text
- Providing words to complete a text

Speaking

After completing this course, students will have practised:

- Understanding statements and responding with differences
- Responding to questions with short answers
- Forming questions to elicit information
- Understanding the beginning of a story and continuing it based on a series of pictures
- Understanding and responding to personal questions

Grammar checklist

The following is a list of the grammar students will be expected to understand at this level, in addition to the grammar in Starters and Movers.

Past continuous
Present perfect
be going to
will
might
may
shall for suggestions
could
should
Tag questions
Adverbs
Conjunctions
if clauses
where clauses
before / after clauses
be / look / sound / feel / taste / smell like
make somebody / something
What time …?
What else / next?
See you soon / later / tomorrow
be made of

Vocabulary and grammar index

	Vocabulary	Grammar
Introduction **Hello!**	*grandpa, grandma, dad, mum, uncle, aunt, brother, sister, cousin, twins, married, single, family tree* Numbers to 1000; Months	Present simple; Question words; *have got* Present continuous; Past simple; Imperatives
Unit 1 Our home	*rucksack, shelf, violin, drums, bin, cooker, fridge, soap, brush, envelope, comb, stamps, letter, postcard, necklace, mirror, oven, shampoo, telephone* *empty, broken, full, quiet, noisy, tidy, untidy* *popular, bored, lucky, kind, fun, unhappy, little, friendly, clever, difficult* *desk, flat, lamp, hall, door*	Prepositions of place; Indefinite pronouns; *There is / There are; can*
Flyers practice test	Reading & Writing, Part 1 [illegible]	
Unit 2 Going to town	*airport, railway station, taxi, traffic, bicycle, ambulance, fire engine, hotel, fire station, police station, university, motorway, museum, factory, hills, skyscraper, sky, stadium, post office, chemist's, bank*	Imperatives; *could* (for suggestions); Prepositions of place; Prepositions of movement; *can / could / will* for requests
Flyers practice test	Reading & Writing, Part 3 Reading & Writing, Part 7 Listening, Part 5	
Unit 3 Eating out	*salt, knife, fork, spoon, chopsticks, pizza, pepper, flour, sugar, butter, jam, honey, olives, yoghurt, strawberries* *hard, soft, dangerous, noisy, slow* *smells, looks, feels, sounds, tastes* *hungry, tired, ill, sad, angry, tired, frightened*	*will* (for offers); Conditional clauses and result clauses
Flyers practice test	Listening, Part 4 Reading & Writing, Part 2	
Unit 4 At school	*history, geography, maths, languages, sport, art, science, music, IT* Telling the time, *midday, midnight*	Imperatives; *could / couldn't* for past ability; Question words
Flyers practice test	Reading & Writing, Part 3 Listening, Part 2 Reading & Writing, Part 1	
Revision 1	Vocabulary and grammar from Introduction to Unit 4	
Unit 5 A day out	*seat, pyramids, dinosaurs, actors, clowns, wild animals, screen, cartoons, swing, stage, cage, cinema, museum, theatre, circus, zoo* *cheap, extinct, high, brave*	Present simple and present continuous (future meaning); *could, shall* and *let's* for suggestions; *going to*; Relative clauses with *which, that* and *where*; Verbs with indirect objects; Prepositions
Flyers practice test	Listening, Part 5 Reading & Writing, Part 7	
Unit 6 Dream jobs	*artist, photographer, manager, teacher, singer, tennis player, police officer, designer, journalist, mechanic, dentist, engineer, pilot, waiter, doctor, cook, fire fighter, nurse, businesswoman, office* *rich, poor, lazy*	*I'd like / I wouldn't like;* *like / love / hate* + gerunds; Questions with *Where;* *could* (for possibility)
Flyers practice test	Listening, Part 3 Reading & Writing, Part 4	

	Vocabulary	Grammar
Unit 7 At the castle	*crown, flag, ring, king, queen, exit, entrance, gate, playground, swing, north, south, east, west, river, bridge, swans, postcard, costume, steps* *insect, wild animal*	*will* and *going to;* Past simple
Flyers practice test	Reading & Writing, Part 4	
Unit 8 Sports day!	*volleyball, competition, fall over, winner, race, golf, score, goal, match, prize*	Present continuous (with future meaning); *going to;* Tag questions; Present perfect; *already*
Flyers practice test	Listening, Part 1 Reading & Writing, Part 5	
Revision 2	Vocabulary and grammar from Introduction to Unit 8	
Unit 9 Our camping adventure	*stars, moon, hill, wood, cave, bat, wing, rock, belt, tent, magazine, newspaper, torch, fire, umbrella, biscuits, pockets, nest* *together, heavy, deep, alone, soft, large, dark, strange, frightened, horrible, furry* *whisper, hurt, decide*	*should / shouldn't;* Past simple and past continuous; Present perfect
Flyers practice test	Reading & Writing, Part 2 Listening, Part 5	
Unit 10 A good year!	*snowboarding, throwing snowballs, riding on sledges, going on a boat trip, lying on the beach, collecting leaves, flying kites, buying new clothes* *spring, summer, autumn, winter* *sunny, foggy, storm, raining, snowing*	*-ing* forms; *If* clauses
Flyers practice test	Listening, Part 2 Reading & Writing, Part 4	
Unit 11 Our summer holidays	*gloves, tights, striped, spotted, sunglasses, pyjamas, trainers* *ready, skiing*	Future simple; *should; might; can't;* Imperatives; *going to;* Present perfect; Regular and irregular verbs
Flyers practice test	Listening, Part 4 Reading & Writing, Part 6	
Unit 12 Past and future	*space, desert, eagles, rocket, ocean, stones, ponds, streams*	Past simple; Present perfect; will; might; Future plans
Flyers practice test	Listening, Part 1 Reading & Writing, Part 5	
Revision 3	Vocabulary and grammar from Introduction to Unit 12	

Hello!

Lesson 1 SB page 2

Words

Topics
Family members; Family relationships

Functions
Understanding a family tree; Drawing and talking about your family tree; Completing a gapped text

Grammar
Present simple; Question words; *have got*

Vocabulary
See the wordlist on page 112 of the Student's Book

Flyers practice
Reading and writing Parts 3, 4 & 6; Speaking Part 4

Equipment
CD 1; Photocopiable activity 128; one sheet of paper per child; Coloured pencils

Warmer

- Introduce yourself to the class. Say *Hello! My name's (your name).*
- Ask children around the class *What's your name? How old are you?* Encourage children to introduce themselves.

Lead-in

- Ask the children what English words they can remember for family members. Write their suggestions on the board.
- Ask children around the class questions about the family members on the board. Ask *Have you got a (sister)? What's your (sister's) name?*

1 Listen and read. CD 1

- Ask children to look at the picture. Say *This is Holly and Harry.*
- Play the recording for the children to listen and follow.
- Invite children to read out the speech bubbles, then tell the children to look at the family tree. Ask *Have Holly and Harry got a small family?* Elicit the answer *No. They've got a big family.* Ask children around the class whether they have a big family or a small family.

2 Look and answer the questions. Then complete Holly's diary. TB page 128

- Ask the children to look at the family tree. Say the names of the family members in random order and tell the children to point to the correct people.
- Show the class the questions below the family tree. Tell the children to ask and answer the questions in pairs.
- Invite pairs of children to ask and answer questions in front of the class.

ANSWERS

1 Brown 2 Five 3 Helen 4 He's got one brother and two sisters. 5 Michael 6 Aunt Lily

- Hand out copies of the photocopiable activity. Make sure that each child has a copy of the diary entry and one half of the speaking activity.
- Go through the instructions for the diary entry and make sure the children understand what they have to do.
- Move around the class as the children read the diary entry and complete the text with the words in the box.
- Check answers by asking individual children to read out sentences from the completed text.

ANSWERS

1 Harry 2 William 3 sixteen 4 Emma 5 Mr
6 wife 7 thirty-eight 8 husband 9 cousin
10 single 11 seventy-eight 12 seventy-nine

- Show the class the three questions below Holly's diary entry and tell the children to look at the diary to answer the first question, then answer the second and third questions about themselves.
- Check answers by asking the questions to children around the class.

ANSWERS

1 1st January 2 Children's own answer
3 Children's own answer

- Go through the instructions for the speaking activity and make sure the children understand what they have to do.
- Act out a few example exchanges with children around the class, then allow the children time to ask and answer questions in pairs to complete the activity.
- Check answers by asking children to ask and answer questions in front of the class.

Optional activity

- Divide the class into two teams.
- Ask questions about Holly and Harry's family tree to children from each team in turn, e.g. *Who is Helen's dad? How old is William? Who is Lily's husband?*
- If a child answers correctly, they win one point for their team. If a child can't answer, you can pass the question to the other team for a bonus point.

3 Draw your family tree and talk to your friends about it.

- Hand out a sheet of paper to each child and tell the children to take out their coloured pencils.
- Tell the children that they are going to draw their own family tree, using the family tree in Activity 2 as a model.
- When the children have completed their family trees, tell them to talk about their family trees in pairs, telling their partners who the people in their family are..
- Invite children to show and tell the class about their family tree.

Hello! unit Lesson 2 SB page 3

Story

Topics
Numbers; Months of the year

Functions
Understanding and acting out a story; Counting; Numbering months in order

Grammar
Present simple; Present continuous; Past simple; Imperatives

Vocabulary
See the wordlist on page 112 of the Student's Book

Flyers practice
Reading and Writing practice; Listening practice

Equipment
2–3

Warmer

- Start counting from one to a hundred. After a few (four or five) numbers, point to a child and tell him/her to continue
- When the child has said a few numbers, point to another child.
- Repeat, pointing to children around the class in random order and letting each child say a few numbers in the sequence.
- If a child gets stuck, ask other children in the class to help.

Lead-in

- Divide the class into two teams.
- Write numbers as figures on the board for children from each team in turn. The children should say the word for their number. Alternatively, the children can come to the board and write the number in word form.
- Award one point for each correct word.

1 Listen and read. Then act. 2

- Ask children to look at the story. Ask *Who's this? Where are they? What is he/she doing?* about the people in the pictures.
- Play the recording for the children to listen and follow.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Ask what game the children are playing (*Hide and Seek*).
- Divide the class into groups of three and allow the children time to practise acting out the story.
- Invite groups of children to act out the story for the class.

2 Look at the story. Write the words for these numbers.

- Show the class the numbers. Explain to them that the numbers are in the story in word form. The children should read the story again and find the numbers, then write them in their books.
- Invite children to come and write the answers on the board for the rest of the class to check their answers.
- For further practice, you could repeat the activity using the other numbers in the story, 437 and 999.

ANSWERS

a eight hundred and eighty-two b a thousand

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books
- Divide the class into two teams.
- Ask a child from Team A to read out a line from the story. Ask a child from Team B to say who said that line.
- The teams take turns to read out sentences and name the speakers. Award one point for each correct answer.

3 Listen to the rhyme and number the months of the year. 3

- Point to the months and ask the children to read out the words.
- Play the recording for the children to listen and number the months in order.
- Check answers by asking children around the class to say the months in order.
- Play the recording again, one line at a time, for the children to listen and repeat.
- Ask children around the class what they do in each month, which month they like best and why.

ANSWERS

1 January 2 February 3 March 4 April 5 May
6 June 7 July 8 August 9 September 10 October
11 November 12 December

Transcript 3

The Best Month!
In January where do you go?
Into the garden to play in the snow.
In February when it rains
I stay inside and play my games.
In March it's windy but I don't care,
I fly my kite high up in the air.
In April what is there to see?
Lots of flowers under a tree.
In May I decide that I will play
Out in the garden every day.
In June the sunny days are here
I really like this time of year.
In July we're happy and free,
School holidays come for you and me.
In August when it's really hot
I sit on a beach and don't do a lot!
In September it's school again.
I wonder why it has to rain.
In October the trees turn gold
The year is starting to get old.
In November it's so cold.
'Put on coats and scarves!' we're told.
In December, we laugh and cheer.
This is the best month of the year!

1 Our home

Lesson 1 SB page 4

Words

Topics
Household items; Everyday items; Musical instruments

Functions
Identifying household items; Completing gapped words; Forming words from jumbled letters

Grammar
Present simple

Vocabulary
See the wordlist on pages 112–113 of the Student's Book

Flyers practice
Reading and Writing (spelling practice, all parts)

Warmer

- Play a game to warm the class up and revise numbers.
- Write large numbers on the board (e.g. *237, 594, 716, 385*) and ask children around the class to call out the numbers.
- You can play this as a game in two teams if you like, writing numbers on the board for children from each team in turn and awarding one point for each correct answer.

Lead-in

- Point to the picture of Harry and read out the speech bubble.
- Tell the children that they are going to think about things in the house in this lesson. Ask children around the class to say the names of rooms in the house and to suggest items that you can find in each room.

FLYERS TIP Spelling is important in all parts of the Flyers Reading and Writing Test. Activities such as completing gapped words and writing words from jumbled letters provide useful spelling practice for learners.

1 Complete the words for the things in Holly and Harry's home.

- Ask children to look at the picture and say which rooms they can see.
- Point to a few of the labelled items and ask the children to say the words. Show the children the gapped words for each of the items and ask them to say the missing letters.
- Allow the children time to complete the activity in their books. Tell them to think carefully and make sure they spell each word correctly.
- Check answers by pointing to the pictures and asking the children to say, then spell, the words.

ANSWERS
1 fridge 2 cooker 3 bin 4 oven 5 rucksack
6 shelf 7 mirror 8 telephone 9 violin 10 drums

Optional activity

- Slowly write the letters for one of the words in activity 1 on the board, pausing after each letter. The children try to guess the word before you have written the whole word. When a child guesses the word correctly, they should spell the rest of the word for you to complete it on the board. You can play this as a game in two teams if you like.

2 What are these things? Order the letters to find the words.

- Point to the picture in item 1 and ask the children to say the word (*shampoo*).
- Show the children the jumbled letters around the picture and ask them to call out the letters in the correct order to spell the word *shampoo*. Show the class the example.
- Move around the class as the children complete the activity. Help if necessary.
- Invite children around the class to read out and spell the word for each item.

ANSWERS
1 shampoo 2 brush 3 envelope 4 comb 5 stamps
6 letter 7 postcard 8 soap 9 necklace

Optional activity

- Write more jumbled words on the board, one at a time. Encourage children to try to guess the word.
- Tell the children that they can ask you questions to get clues about the word, e.g. *Is it a musical instrument? Is it something you take to school? Is it something in the kitchen?*
- When a child guesses the word, ask them to come to the board and write the letters in the correct order.
- You can play this as a game in two teams if you like, writing jumbled words for each team in turn and awarding one point for each correctly guessed (and correctly spelt) word.

Unit 1 Lesson 2 SB page 5

Listening & speaking

Topics
Household items, Everyday items; School things

Functions
Listening and identifying locations, matching words to pictures, completing a speaking activity

Grammar
Present simple; Present continuous; Past simple; Prepositions of place

Vocabulary
See the wordlist on pages 112–113 of the Student's Book

Flyers practice
Reading and Writing (all parts), Listening Part 3, Speaking (all parts)

Equipment
CD 4; Speaking activity photocopiable 129

Warmer

- Play a game of *Hangman* to warm the class up and revise the words from the previous lesson.
- Divide the class into two teams. Draw a line for each letter in your chosen word on the board.
- Invite children from each team in turn to guess one of the missing letters. If the team guesses a missing letter, write the letter on the correct line(s) on the board. If the team says a letter which is not in the word, draw the first part of a simple picture (a flower with five petals, a stem and two leaves / a house with three windows, a door and a chimney).
- If a team guesses the word before you have completed the picture, award them one point. If not, continue the game with another word.

Lead-in

- Write the headings *Home* and *School* on the board. Divide the class into two teams. Invite children from each team in turn to come up and write a word under each heading, then make a sentence with the word. Award one point for each correctly spelt word, and each correct sentence.

> **FLYERS TIP!** In the Flyers Listening Test, learners will often hear one or two wrong answers (locations, activities, etc) as well as the correct answer. Teach learners to listen to the whole exchange before choosing or writing their answers.

1 Holly and Harry are getting ready for school. Where are their things? Listen and write the things under each place. CD 4

- Ask children to look at the pictures and say what place each picture shows. Point to each picture and ask *Where's this?* Encourage children to use prepositions of place to describe the locations.
- Play the first exchange (four lines) on the recording, then pause and ask the children to say what Holly is looking for (*her brush*). Play the exchange again and ask the children where Holly's brush is (*on her bed, under the blanket*).
- Play the rest of the recording for the children to listen and choose the correct places, then write the names of the items under the correct pictures.
- Check answers by asking children to make negative and positive sentences about the items, e.g. *Holly's brush isn't on the shelf in her bedroom. It's on her bed, under the blanket.*

ANSWERS
1 brush (under picture of bed) 2 letter (under picture of rucksack 3 keys (under picture of fridge) 4 comb (under picture of bathroom shelf)

Transcript CD 4

Mum Holly, Harry! Time for school!
Holly OK, do you know where my brush is, Mum?
Mum Is it on the shelf in your bedroom, Holly?
Holly No … oh … it's OK, I've got it now. It was on my bed under the blanket!
Mum Good.
Holly But I need a letter for the teacher. Where did I put that?
Mum Well, it was on the kitchen table.
Holly I know, but it isn't there now. Oh, look. I put it in my rucksack! OK, I'm ready now.
Mum Great! Now, where did I put my keys?
Holly They're in the kitchen … next to the cooker.
Harry No, they aren't Mum … they're on the fridge. Look!
Mum Oh yes … thanks, Harry! Oh, Harry! Look at your hair! Go and comb it! You can't go to school like that!
Harry But Mum …
Mum Do it now please, Harry!
Harry But I don't know where my comb is, Mum!
Mum Oh, Harry, it's on the shelf in the hall, I think.
Holly No, it isn't Mum … I saw it on the shelf in the bathroom, next to the shower.
Mum Right, well, can we go now please?
Holly OK, Mum. Oh, Mum, our teacher said we've got to be early today!
Mum Oh, dear! You're really very late! Let's run!

2 Draw lines to match the words and pictures. Complete the sentences.

- Read out the words for children to point to the pictures.
- The children draw lines to match the words and pictures, then use the words to complete the gapped sentences.

ANSWERS
empty b, broken c, full a, quiet g, noisy f, tidy e, untidy d
1 tidy 2 broken 3 empty 4 untidy 5 quiet 6 noisy 7 full

3 Do the speaking activity. TB page 129

- Point to the picture and read out the example exchange.
- Hand out copies of the speaking activity (one copy cut in half for each pair of children).
- Explain that the children will ask their partner about the items below their picture to find out where each item is in the room. They should listen to their partners' answers and draw the items in the correct places in their picture.
- Act out a few example exchanges with children, then allow them to carry out the activity in pairs.

Unit 1 Lesson 3 SB page 6

Story

Topics
People, places and things (looking for lost items)

Functions
Understanding and acting out a story; Completing sentences with indefinite pronouns

Grammar
Present simple; Indefinite pronouns; *There is/There are; can*

Vocabulary
See the wordlist on pages 112–113 of the Student's Book

Flyers practice
Reading and Writing (all parts)

Equipment
5

Warmer

- Place an item (a book, a pen, etc) in, on, under or next to another item. Ask *Where is (my pen)?*
- The children should answer with a full sentence, e.g. *It's (in your bag / on your desk / next to your book / under your chair).*
- You can play this as a game in two teams if you like, asking questions to children from each team in turn and awarding one point for each correct answer.

Lead-in

- Write the headings *Affirmative, Negative* and *Questions* on the board. Say sentences with indefinite pronouns, e.g. *Everyone enjoyed the party. / My pen is somewhere in this room. / No one called me yesterday. / Did anything exciting happen last weekend?* Ask the children to say whether each sentence is affirmative, negative or a question. Write the indefinite pronouns under the correct headings.
- Explain to the class that we use indefinite pronouns with *-one* to talk about people, *-where* to talk about places and *-thing* to talk about things.

1 Listen and read. Then act. 5

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where is Holly / Mum / Dad?* about each picture.
- Play the recording for the children to listen and follow in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Ask children to find and say indefinite pronouns from the story. Ask children to say whether each pronoun refers to a person, place or thing.
- Divide the class into groups of three and allow the children time to practise acting out the story.
- Invite groups of children to act out the story for the class.

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

FLYERS TIP In Parts 4 & 6 of the Flyers Reading and Writing Test, learners will be asked to complete gapped sentences and texts. Tell the children to think about the meaning of the sentence around the gap to help them choose the correct missing word.

2 Look at the words in orange in the story. Complete the sentences.

- Write the headings *People, Places* and *Things* on the board.
- Ask the children to call out the words in orange from the story and say which heading each word should go under.
- Write the words under the correct headings, or invite children to come to the board and do so.
- Point to the grammar character and read out the speech bubble. Tell the children to think about whether each of the gapped sentences is affirmative or negative.
- Read out the first gapped sentence and ask children to suggest the correct word to complete it.
- Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS
Places: everywhere, somewhere, anywhere
Things: everything, something, anything
People: Everyone, Someone, anyone, No one

Optional activity

- Tell the children to use the orange words in the story to write three sentences: a sentence about a place, a sentence about a person/people, and a sentence about a thing/things.
- Invite children around the class to read out their sentences.

Unit 1 Lesson 4 SB page 7

Reading & writing

Topics
Family members; Personalities

Functions
Completing gapped texts; Choosing words from multiple options

Grammar
Revision of all structures learnt so far

Vocabulary
See the wordlist on pages 112–113 of the Student's Book

Flyers practice
Reading & Writing Parts 3, 4 & 5

FLYERS TIP! In Part 4 of the Flyers Reading & Writing Test, learners will be asked to complete a gapped text. Tell the children to think about what kinds of words are missing in the text (verbs, nouns, prepositions, pronouns, etc).

Warmer

- Play a game to warm the class up and revise parts of speech.
- Divide the class into two teams. Write a set of four words on the board (e.g. *walk, run, shout, piano*). Ask a child from Team A to say which word is the odd one out and why (*piano, because it is a noun and the other three words are verbs*).
- Write sets of words on the board for children from each team in turn and award one point for each correct answer.
- Suggested sets: *happy, bored, anywhere, angry / fridge, hungry, letter, rucksack / anyone, somewhere, shelf, nothing / sleep, bed, eat, play / book, bag, bike, boring.*

Lead-in

- Divide the class into two teams. Invite a child from Team A to write a word (noun, verb, adjective or pronoun) from the unit on the board for Team B.
- Ask a child from Team B to say what kind of word it is, then make a sentence with the word.
- Award one point for each correct answer and each correct sentence.

1 Read and write the words in the gaps.

- Ask children to look at the pictures and say who or what they can see, where each person is and what each person is doing. Explain that all of the texts are about Holly and Harry's family.
- Read out the words in the box above the first picture. Ask children to say what kind of word each word in the box is.
- Tell the children that they need to copy the words from the box into the correct gaps in the text. Remind the class to think about the meaning of the sentence and what kind of word is needed to complete each sentence.
- Tell the children to check their spelling carefully when they have copied the words.
- Allow the children time to complete the activity in their books, then invite children around the class to read out sentences from the completed texts.

ANSWERS

1 a everyone b noisy c popular d bored e nothing
2 a kind b untidy c everywhere d lucky e everything
3 a little b friendly c broken d unhappy e empty
4 a unkind b clever c boring d anything e difficult

Optional activity

- Divide the class into two teams.
- Ask questions about the people in the texts to children from each team in turn, e.g. *How old is Emma? Is William friendly to Holly and Harry? Is Holly Harry's twin sister?*
- Alternatively, you can ask children to write three questions each about the texts, then take turns to ask their questions to children from the other team.
- Award one point for each correct answer. The team with the most points wins.

Optional activity

- Ask the children to think of a member of their family and write a short text about them, using the texts in activity 1 as models. Tell the children to think about what the person is like, how they feel about the person, what the person always says and does, what the person likes and dislikes, etc.
- Invite children to read out their texts to the class.

Unit 1 Lesson 5 SB page 8

Words

Topics
Vocabulary and spelling focus

Functions
Matching word halves; Completing word wheels

Vocabulary
See the wordlist on pages 112–113 of the Student's Book

Flyers practice
The *Words* section will help to prepare learners for all parts of the Flyers test by revising and consolidating vocabulary and practising spelling

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the headings *At Home*, *At School*, and *Personality* on the board.
- Say words from the unit (e.g. *fridge, clever, rucksack, test, cooker, friendly*) to children from each team in turn. The children come to the board and write the words under the correct headings. Award one point for each correctly placed and spelt word.
- Alternatively, you can invite children from each team in turn to think of their own words to write under one of the headings on the board.

Lead-in

- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

1 Match to make words. Write the words.

- Ask children to look at the word halves. Explain that they need to draw lines to match the word halves, then write the completed words on the lines in their books.
- Tell the children that all the words they need to make are nouns.
- Allow the children time to complete the activity. Move around the class as the children work and help if necessary.
- Check answers by writing the first two letters of each word on the board and asking children around the class to spell out the rest of the word.

ANSWERS
1 desk 2 flat 3 lamp 4 hall 5 comb 6 soap
7 home 8 oven

- Ask children to suggest other words that they could make with the word halves, e.g. *doll, flap, lamb, come, coat*.

FLYERS TIP Learners will lose marks for incorrect spelling in the Flyers Tests. Make sure you give your class plenty of spelling practice using the various word games and other activities suggested in this Teacher's Book.

Optional activity

- Write some word halves (of four-letter words from the Starters and Movers wordlists) on pieces of paper. Stick the first halves of the words face down on one side of the board and the last halves of the words face down on the other side of the board.
- Divide the class into two teams.
- Invite children from each team in turn to come to the board and turn over one word half from each side of the board. If the child picks matching word halves, they win a point for their team. If they pick word halves which don't match, they must stick the word halves back on the board again.
- When all the word halves have been matched, the team with the most points wins.

2 Look at the pictures. Write the words in the word wheels.

- Point to each of the pictures and ask the children to say and spell the words.
- Show the class how the example word has been written in the first word wheel. Explain that each of the words for each section in the first wheel has got the letter *a* in the middle.
- Allow the children time to complete the word wheels in their books. Move around the classroom as the children work and help if necessary.
- Copy the word wheels onto the board. Invite children to come to the board and write the words to complete each wheel.

ANSWERS
(clockwise)
u hours, brush, cough, fruit
a plant, stamp, diary, scarf
e field, shelf, dress, bread
o cloud, photo, phone, floor

Unit 1 Lesson 6 SB page 9

Extended reading: Holly's diary

Topics
A diary entry

Functions
Reading and ordering events; Completing a gapped text

Grammar
Revision of structures presented so far

Vocabulary
See the wordlist on pages 112–113 of the Student's Book

Flyers practice
Reading & Writing Parts 3, 4 & 6

Warmer

- Ask the children to suggest phrases for routine activities (things they do every day). Write their answers on the board.
- Ask the children to work together in pairs or small groups to put the activities in the order they do them (from morning to evening). The children can write their lists of activities in order on a piece of paper.
- The children then tell the class the order they have decided on and compare lists with other pairs or groups.

Lead-in

- Ask the class to think about a typical school day.
- Ask children around the class to describe a typical school day, saying what they do before they go to school (*comb my hair, eat my breakfast*, etc), what they do at school (*have lessons, see my friends, eat lunch*, etc) and what they do when they go home (*do my homework, eat my dinner*, etc).

1 Read Holly's diary. Order the pictures.

- Ask children to look at the pictures and say who they can see, where the people are and what the people have got / are doing in each picture.
- Tell the children that the pictures all show events from Holly's day. Explain that they need to read Holly's diary entry, look at the pictures and then number them in the correct order.
- Allow the children time to complete the activity in their books.
- Ask the children to point to the pictures in the correct order. Encourage them to make sentences about Holly's day, such as *First, Mum couldn't find her keys. Then, Holly found the keys on the fridge. Next, Mum said Harry had to comb his hair. After that, …* etc.

ANSWERS
5, 3, 7, 2, 1, 4, 6

FLYERS TIP In Part 3 of the Flyers Speaking Test, learners will be asked to tell a story from a sequence of pictures. Encourage learners to talk about pictures they see, for example in the Student's Book or in magazines, whenever possible. They should try to describe what they think is happening, what the people are doing and how they think the people feel.

Optional activity

- Tell the children to cover the diary text and talk about Holly's day using the pictures to guide them. You can ask the children to talk about one picture each, or you can encourage children to tell as much of the story as they can before another child takes over the narration.

2 Read the diary again and complete the text.

- Show the class the gaps in the text and explain that they need to think of the best word to complete each gap.
- Explain that the items are grammatical words, so the children won't find the answers in the pictures.
- Remind the class to think about what kind of word fits each gap, and to think about the meaning of the sentence and what tense the sentence is in
- Allow the children to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out sentences from the completed text.

ANSWERS
1 were 2 keys 3 everywhere 4 to 5 is 6 didn't 7 were 8 go

Optional activity

- Ask the children to think about a good day or a bad day which they had recently and to tell the class about it.
- The children can write a short diary entry about their day using the diary entry in activity 2 as a model.

Flyers practice test SB pages 10 & 11

Reading & Writing, Part 1

FLYERS TIP In Part 1 of the Flyers Reading and Writing Test, remind learners to copy the whole option and not add anything extra. This means including the article if there is one and not adding one if it is not needed.

Lead-in

- Write eight known words on the board, e.g. *scarves, a playground, a brush, text messages, shorts, café, map, homework.* Use a variety of singular nouns with articles, and plural nouns.
- Say a sentence about one of the words to a child in the class, e.g. *These are very long. You can wear them when it's cold outside. / This is a place for children to play. You can play on swings and slides here.*
- The child should say the correct word from the board.
- Repeat with other children and other sentences. You can play this as a game in two teams if you like.

Look and read. Choose the correct words and write them on the lines. There is one example.

- Ask the children to look at the sentences. Explain that they are going to read definitions, find the correct words and copy the words onto the lines.
- Ask the children to read the example definition and find and say the correct word.
- Ask the children to read the rest of the sentences and write the correct words. Explain to the children that they must spell the words correctly. Tell the children to copy the words exactly and not add anything extra.
- There are some words that the children may not know. Encourage children to try to guess the correct words based on previous experience and knowledge.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class and explain any unknown words.

ANSWERS

1 a bracelet 2 wifi 3 shampoo 4 an oven
5 a shower 6 cushions 7 trainers 8 files
9 programmes 10 pyjamas

Optional activity

- Ask the children to think of five words and write a definition for each word without using the words.
- The children can then swap definitions and write the words for their partners' definitions.

Listening, Part 3

Lead-in

- Ask children around the class to say where different items in the classroom are. Encourage the children to give as much detail as possible, e.g. *Where is my bag? Your bag is on your desk, next to some books.*

FLYERS TIP In Part 3 of the Flyers Listening Test, teach learners that the item will be mentioned first, then the location. Tell learners to look at the pictures on the left while they listen for the item, then look at the pictures on the right while they listen and choose the correct location.

Where are the things that David's mum needs for the trip? Listen and write a letter in each box. There is one example. 6

- Ask children to look at the pictures. Ask them to say what items they can see in the pictures on the left and what locations they can see in the pictures on the right.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct location for each item, then write the correct letter for each location in the box next to each item, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask *Where is the (brush)?* and invite the children to answer.

ANSWERS

brush B, stamps H, soap C, sandwiches E, necklace F, keys D

Transcript 6

David Is everything ready for the trip, Mum, or can I do anything?
Mum Oh, could you help me, David? That's very kind of you! I'm trying to find just a few things we need. I've got a lot in the suitcase already. I've got my comb, but I need my brush. Can you see it in the bedroom anywhere? Oh yes, I remember, it's on the shelf next to my bed. Can you get it for me?
Presenter Can you see the letter B? This is an example. Now you listen and write a letter in each box.
David Is there anything else, Mum?
Mum Yes – now, we'll need to take some sandwiches with us, won't we? Everyone will be hungry later. I've made them already and I put them in a bag next to the fridge. Can you see them?
David OK, what's next?
Mum Oh … well we can't go without the car keys, can we? And I just don't know where I've put them. Can you find them anywhere? Oh … wait a minute. They're in the hall on the table next to the telephone. That's right!

David And what else do we need?
Mum Well, I put some towels and the toothbrushes in the wash bag, but I forgot the soap. Could you get it? It's in the bathroom, on the shelf next to the shower. Thanks David!
David So is that everything now, Mum?
Mum Er, no. I really must take my new necklace. It looks so nice with my evening dress. Now, I know where that is. Just a minute. Let me think. Yes … It's on the kitchen table … no, I mean the table in the living room, next to my magazine. Can you get it for me please, David? There's a good boy.
David Right. Have we finished yet, Mum? I want to go and play now!
Mum Oh sorry, David. There's just one last thing! Could you get the stamps for me? They're on the desk under the window in my bedroom somewhere … er, next to my diary. I mean … we'll want to send some postcards to our friends so it's always good to have them, isn't it? Thanks so much, David!
David Here you are, Mum … can I go now?
Mum Thank you. Yes, you can.

Optional activity

- Ask the children questions about the items in the Listening Test, e.g. *Was the brush in the bathroom? Where was the brush? Was it on the bed?*
- Invite children around the class to look at their books and answer with full sentences.
- Alternatively, you could play a memory game in two teams, asking questions for children from each team in turn to answer with their books closed and awarding one point for each correct answer.

2 Going to town

Lesson 1 SB page 12

Words

Topics
Places in a town

Functions
Identifying places in a town; Matching words to pictures

Grammar
Present simple

Vocabulary
See the wordlist on page 113 of the Student's Book

Flyers practice
Vocabulary revision

Warmer

- Play a game to warm the class up and revise household items.
- Divide the class into two teams. Address children from each team in turn. Say *Tell me something you can find in the (kitchen).*
- Encourage children to respond with full sentences, e.g. *You can find a fridge in the kitchen.* Award one point for each correct sentence.

Lead-in

- Point to the picture of Harry and Holly and ask children to read out the speech bubbles.
- Tell the children that they are going to think about places in a town in this lesson. Ask children around the class to say what places you can find in a town.

1 Find the places on the map and number the words.

- Ask children to look at the picture and say which places and things they can see.
- Point to a few of the numbered places and ask the children to say the words (*What's number 1?*)
- Show the children the list of places and explain that they need to look at the map and write the correct numbers.
- Allow the children time to complete the activity in their books, then check answers by encouraging children around the class to make sentences about each place, e.g. *The airport is number 1.*

ANSWERS
1 airport 2 sky 3 hotel 4 skyscrapers
5 ambulance 6 motorway 7 police station 8 hills
9 museum 10 university 11 railway station
12 stadium 13 post office 14 chemist's 15 traffic
16 bank 17 bicycles 18 fire engine 19 fire station
20 factory 21 taxi

Optional activity

- Play a memory game. Tell the children to look at the map in activity 1 for one minute, then close their books.
- Divide the class into two teams. Ask questions to children from each team in turn. Say *What's number (12)?* The children should try to remember the map and say the correct place.
- Alternatively, you can invite children from each team in turn to ask questions to the other team.
- Award one point for each correct answer. If children can't answer, or if they answer incorrectly, the question can pass to the other team for a bonus point.

FLYERS TIP Personalizing language will help learners in the Flyers Speaking Test. Make sure that learners are comfortable talking about different aspects of their lives (family, friends, home, school, their town, their hobbies, etc).

Optional activity

- Ask children around the class to talk about what places there are in their town. Ask them to say what you can find, buy or see in each place, how often they go to each place, and what places they like or don't like visiting.
- If you have time, you can ask the children to draw their own maps, showing places in their town (or an imaginary town), then tell the class about the places on their maps.

Unit 2 Lesson 2 SB page 13

Reading & speaking

Topics
Places in a town

Functions
Reading and identifying locations; Giving directions; Completing a speaking activity; Making suggestions

Grammar
Present simple; Imperatives; *could* (for suggestions); Prepositions of place; Prepositions of movement

Vocabulary
See the wordlist on page 113 of the Student's Book

Flyers practice
Speaking (all parts)

Equipment
Speaking activity photocopiable 130

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from the previous lesson.
- Tell the children to write eight of the words from Lesson 1 in their notebooks.
- Call out the words from Lesson 1 in random order. Make a note of the words which you have already called out.
- If a child has a word you call out in their notebooks, they can cross that word out. The first child to cross out all their words wins the game.

Lead-in

- Direct the children to different places on the map from Lesson 1. Say *You're at the railway station. Walk up the road. Go past the museum and you'll get to …* . Encourage the children to follow your directions and say the correct place (*the police station*).
- Ask children questions about places on the map. Say *What's (opposite) the (park)?* Encourage children to look at the map and find the correct place (*the restaurant*).

1 Read. Look at the map on page 12 and write *yes* or *no*.

- Look at the example. Point to the map in Lesson 1 and read out the example sentence. Ask the children to say whether the sentence is correct (*Yes*) or not (*No*).
- Show the class the example answer.
- Tell the children to look at the map, read the sentences and decide whether each sentence is true or false, then write *yes* or *no*.
- Allow the children time to complete the activity.
- Check answers by reading out the sentences and asking children around the class to say *Yes* or *No*.
- Ask children around the class to correct the false sentences.

ANSWERS
1 no 2 yes 3 no 4 no 5 yes 6 yes
7 no 8 yes

Optional activity

- Ask the children to write five questions about the map in Lesson 1, e.g. *What's opposite the university? Where is the traffic?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the picture and answer, or try to answer from memory.
- Award one point for each correct answer.

2 Do the speaking activity. TB page 130

- Point to the picture of Holly and Harry and ask children to read out the example exchange.
- Hand out copies of the speaking activity (one copy for each pair of children).
- Explain to the class that they need to look at the map on page 12 of the Class Book, then tell their partner where each of the places in their set of four pictures is on the map. If you like, you can encourage the children to ask their partner about each picture, e.g. *A: Where's the police station? B: It's … .*
- Act out a few example exchanges, then allow the children to carry out the activity in pairs.
- Invite some pairs of children to act out the speaking activity in front of the class.

3 Where could Holly buy these things? Look at the map on page 12 and make suggestions.

- Point to the pictures and ask the children to say the correct words.
- Point to the picture of the grammar character and read out the speech bubble. Make sure the children understand the distinction between making a statement and making a suggestion.
- Ask *Where could Holly buy (soap)?* Encourage children to respond with full sentences, e.g. *She could buy soap at the chemist's.*
- Allow the children time to make suggestions in pairs, then invite children around the class to make their suggestions to the class.

SUGGESTED ANSWERS
She could buy soap at the chemist's / shopping centre.
She could buy stamps at the post office.
She could buy a book at the bookshop.
She could buy a sandwich and water at the restaurant / hotel.
She could buy fruit at the supermarket.
She could buy a brush and comb at the chemist's.
She could buy envelopes at the post office.
She could buy a necklace at the jeweller's.
She could buy a ticket at the train station.

Unit 2 Lesson 3 SB page 14

Conversation

Topics
Shopping

Functions
Understanding and acting out a story; Matching sentences to pictures; Making requests; Giving instructions

Grammar
Present simple, Imperatives; *can/could/will* for requests

Vocabulary
See the wordlist on page 113 of the Student's Book

Flyers practice
Reading & Writing (all parts); Speaking (all parts)

Equipment
7

Warmer

- Divide the class into two teams. Tell the children to think about the different places in a town.
- Ask questions to children from each team in turn. Say *Where can I buy (a book)?* Encourage the children to respond with full sentences, e.g. *You could buy a book at the bookshop.*
- Award one point for each correct sentence. The team with the most points wins.

Lead-in

- Write the following sentences on the board: *Can I borrow your pen? Could you help me? Will you go to the shop for me? Remember to buy milk. Don't forget to buy a ticket.*
- Read out the sentences and ask the children to say whether each sentence is a request or an instruction. Ask the children to say which words we can use to make a request (*Can / Could / Will*). Explain that we use questions to make requests, but we use imperatives to give instructions.

1 Listen and read. Then act. 7

- Ask children to look at the picture. Ask *Who's this? Where are they? How does he/she feel?* about the people in the picture.
- Play the recording for the children to listen and follow the conversation in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Ask children to find sentences in the conversation which are making requests or giving instructions. Invite children to read out the sentences.
- Ask the questions *Who wants to go to town? Who doesn't want to go to town?* to the class. Ask the children to justify their answers, e.g. *Harry and Holly want to go to town. They look excited in the picture. William doesn't want to go to town. He doesn't look happy in the picture.*
- Divide the class into groups of four and allow the children time to practise acting out the conversation.
- Invite groups of children to act out the conversation for the class.

Optional activity

- Play a memory game. Tell the class to look at the conversation for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to read out a line from the conversation. Ask a child from Team B to say who said that line.
- The teams take turns to read out sentences and name the speakers. Award one point for each correct answer.

2 Match the words with the pictures.

- Ask children to read out the sentences in the speech bubbles and say whether each sentence is a request or an instruction.
- Point to the pictures and ask the children to say what they can see and what they think is happening in each picture.
- Tell the children to read the sentences and match them to the pictures. Move around the classroom as the children complete the activity and help if necessary.
- Invite children around the class to read out the sentences and say the letters for the matching pictures.

ANSWERS
1 d 2 a 3 b 4 c 5 f 6 e

FLYERS TIP In Parts 4 of the Flyers Speaking Test, learners will be expected to answer questions related to themselves. Make sure you give your students plenty of practice in asking and answering questions about their lives.

3 Ask and answer these questions with a friend.

- Show the class the prompts. Ask children around the class to say the complete questions.
- Tell the children to work in pairs and ask and answer the questions.
- Move around the class as the children ask and answer. Help if necessary.
- Invite pairs of children to ask and answer questions in front of the class.
- As an extension, ask children around the class questions about their partner, e.g. *How often does (your partner) go to town? How does he/she travel to town?*

Unit 2 Lesson 4 SB page 15

Listening and speaking

Topics
Shopping; Getting around town

Functions
Listening and numbering pictures in the correct order; Describing a map / route; Listening and ticking or crossing the correct pictures.

Grammar
Revision of all structures learnt so far

Vocabulary
See the wordlist on page 113 of the Student's Book

Flyers practice
Listening Parts 3 & 4, Speaking (all parts)

Equipment
8–9; Listening Parts 3 & 4, Speaking (all parts)

Warmer

- Play a game to warm the class up and revise the places in a town.
- Divide the class into two teams. Write words on the board, e.g. *soap, book, jeans, brush, CD.* Ask children from each team in turn to make sentences using the words, e.g. *You could buy soap at the chemist's.*
- Award one point for each correct sentence. The team with the most points wins.

Lead-in

- Ask the children to look at the pictures in activity 1 and say what you can buy or do in each place.

1 Listen and number the places the children need to go. 8

- Tell the children that they need to listen to the recording and number the places in the correct order.
- Play the first part of the recording for the children to listen and look at the example. Then play the rest of the recording for the children to complete the activity.
- For the transcript, see page 51.

ANSWERS
from left to right: 3, 7, 10, 1, 8, 6, 4, 5, 2, 9

2 Draw a map from your house to your school. Tell your friend about your map.

- Allow the children time to work individually to draw a map showing the route from their house to their school.
- They describe their routes in pairs.
- Invite children to describe their route or their partner's route to school.

FLYERS TIP In Part 4 of the Flyers Listening Test, learners will need to be able to identify distractors. Teach children to listen carefully and identify whether a statement is negative or affirmative in order to choose the correct answers.

3 Holly is talking to her mum. What did the children do? What didn't they do? Listen and tick (✓) or cross (✗) in the boxes. 9

- Ask the children to look at the pictures and say what they can see. Explain that the children did some of the things Mum asked them to, but not all of them.
- Play the first part of the recording for the children to listen and look at the example.
- Play the rest of the recording for the children to complete the activity in their books. Check answers by asking questions about each item, e.g. *Did the children get the cake for Grandma's birthday?*
- Read out the question at the bottom of the page. Elicit the answer from the class. Play the recording again for the children to listen for the answer if necessary.
- For the transcript, see page 51.

ANSWERS
1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗ 7 ✗ 8 ✗ 9 ✗ 10 ✓
William bought a computer game.

Unit 2 Lesson 5 SB page 16

Words

Topics
Vocabulary and spelling focus

Functions
Find words beginning with s; Completing a word puzzle

Vocabulary
See the wordlist on page 113 of the Student's Book

Flyers practice
The *Words* section will help to prepare learners for all parts of the Flyers test by revising and consolidating vocabulary and practising spelling

Warmer

- Divide the class into two teams.
- Tell the class to look at the map on page 12.
- Tell a child from Team A to ask a children from Team B for directions from one place on the map to another, e.g. *How do you get from the shopping centre to the museum?* The child from Team B describes the route.
- Repeat with children from each team in turn asking for and giving directions. Award one point for each correctly described route.

Lead-in

- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

1 Look at this picture. Find things beginning with the letter 's' and write a list.

- Ask children to look at the picture and say what things they can see.
- Tell the children to look at the picture and write a list of as many things beginning with 's' as they can. Tell them to time how long it takes to find all the 's' words they can.
- The children can then compare lists with a partner and see who has got the most words.
- Ask children around the class how many words they found and how long it took to find them.
- Tell the children to write their answers to the questions in their books.

POSSIBLE ANSWERS

shop, sandwiches, spider, sofa, stamps, sand, sea, sun, shells, skating, skates, snow, skiing, skis, sledge, snowman, snowball, shoes, socks, shelves, scarves, sweaters, sheep, snake, shirts, skirts, shelf, soap, starfish, sailing boat, shorts, stairs, sweets

Optional activity

- Ask children to say what other words they can think of beginning with 's'. Write their answers on the board.
- Divide the class into two teams.
- Ask children from each team in turn to say three words beginning with a certain letter, e.g. *Tell me three words beginning with 'd'.* If the child can think of three words, they win a point for their team. If they can't think of three words, you can pass the turn to the other team for a bonus point.

2 Write the words in the boxes and find the name of a shop.

- Point to each of the pictures and ask the children to say and spell the words.
- Show the class how the example word has been written in the first line of the puzzle. Explain that each of the words should be written across the puzzle then the mystery word will appear in the shaded boxes running down the puzzle.
- Allow the children time to complete the puzzle in their books. Move around the classroom as the children work and help if necessary.
- Call out numbers from the puzzle for the children to say the answers.

ANSWERS

1 bookshop 2 bus 3 airport 4 university 5 traffic 6 museum 7 ambulance 8 factory 9 sky 10 chemist's 11 hotel
The secret word is 'supermarket'.

Optional activity

- Divide the class into two teams.
- Ask children from each team in turn to come to the board and start writing a word from the unit on the board for their team. The other children in the team should try to guess the word as quickly as possible, then spell the word.
- If the rest of the team guess the word before it is completed and spell it correctly, they win two points. If they guess the word but spell it incorrectly, you can ask the other team to spell the word for a bonus point.

Flyers practice test SB pages 17, 18 & 19

Reading & Writing, Part 3

Lead-in

- Ask the children to tell you what places you can find in a town and what you can see / do in each place.

FLYERS TIP Remind learners that in Part 3 of the Flyers Reading and Writing Test, they need to read the text surrounding the gap to be able to complete it correctly.

Read the story. Choose a word from the box. Write the correct words next to numbers 1–5. There is one example.

- Tell the children to look at the example. Read out the text up to the word *caught*. Ask the class to look at the words above the text and find the word *caught*. Show the class how the word *caught* has been chosen from the box and written on the line as an example.
- Tell the class to read the text, then choose the word from the box which fits in each gap (1–5). Explain that there are three words in the box which they won't need to use.
- Tell the children to cross out the words in the box as they use them. Remind them to copy the words exactly and to check their spelling when they have finished writing the words.
- Allow the children time to complete the test in their books.
- Check answers by asking children around the class to say, then spell, the words.
- If you like, you can ask children around the class to read out sentences from the text.
- Ask children to say which title they think best fits the story and why.

ANSWERS

1 buy 2 bought 3 lovely 4 expensive 5 unhappy
6 A day in town

Optional activity

- Ask the children to write a short text about a shopping trip they had recently.
- Tell them to leave five gapped words in their paragraph and to write the gapped words under their text (with three extra words if you like).
- The children can then swap texts with their partner and complete each others' gapped texts.

Reading & Writing, Part 7

Lead-in

- Ask children to tell you what happened in one of the stories from the Student's Book units so far.
- Encourage the use of connectives *then* and *next* to make the recount more interesting.

FLYERS TIP Teach learners to look carefully at the pictures in Part 7 of the Flyers Reading and Writing Test. Remind them that the pictures are connected to each other and show three parts of the same story.

Look at the three pictures. Write about this story. Write 20 or more words.

- Tell the children to look at the pictures and ask them to say what's happening in each one. Encourage children to look at the words at the bottom of the page to help them. *(Please note, the additional words are included here to help with vocabulary, but there won't be additional words in the real test.)*
- Tell children to write about the story on the lines provided.
- Check answers by asking individual children around the class to share their stories.

ANSWERS

Student's own answers.
Example answer: *A family is watching a baseball game in a stadium. The player hits the ball at the family. The boy catches the ball. The player climbs the steps to get the ball.*

Optional activity

- Ask the children to write five questions about the pictures in the Reading and Writing Test, e.g. *What colour are the boy's trousers? How many people are in the first picture? Does the boy look happy at the end?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer.
- Award one point for each correct answer. The team with the most points wins.

Listening, Part 5

Lead-in

- Revise the words for colours by asking the children to take out their coloured pencils. Say *Show me (green).* The children hold up the correct colours.

FLYERS TIP In Flyers Listening Part 5, make sure that learners understand that they are not being tested on their ability to colour accurately. As long as they have used the correct colours on the correct objects, they will not lose marks.

Listen and colour and write. There is one example. 10

- Ask children to look at the picture and say what items they can see.
- Focus attention on the example. Play the first part of the recording while the children look at the example.
- Tell the children that they should listen, find the correct items in the picture, then colour items or write a word, according to what they hear.
- Play the track twice for the children to complete the test.
- Check the answers as a class. Ask *What colour is the (envelope on the table)?*

ANSWERS

1 The envelope on the table is pink.
2 The word 'woods' is written in the space on the poster.
3 The fire engine next to the car is orange.
4 The word 'keys' is written in the space (above the keys) next to the telephone.
5 There's a blue comb on the shelf.

Transcript 10

Girl Look, this is a picture of my bedroom. Do you like it?
Man Yes, but are you going to colour it now?
Girl OK. There's a cat in the poster. Can I colour it?
Man All right! Make it orange.
Girl Sure!
Presenter Can you see the orange cat? This is an example. Now you listen and colour and write.

1 **Man** Your room's a bit untidy! Look at those envelopes.
Girl Yes … shall I colour them?
Man Well, colour the envelope on the table.
Girl OK … I'll colour it pink.
Man That's a very nice colour.

2 **Man** You've got some interesting pictures on your wall.
Girl Yes, there's a little girl going into some woods and there's a strange animal.
Man I'd like you to finish writing the name of the poster.
Girl OK then. What shall I call it?
Man How about 'Adventure in the woods'?
Girl Yes, the woods! OK then.
Man Great!

3 **Man** Now, there are two fire engines in the picture. Do you like fire engines then?
Girl Yes, I really like them.
Man Well, colour the fire engine that's on the floor next to the car.
Girl What colour?
Man Colour it orange.
Girl That's a very funny colour for a fire engine!
Man Well, never mind!
Girl OK then. I'm colouring it now.

4 **Girl** Can you see all my keys?
Man Oh yes, they're next to the telephone. Can you write the word 'keys' in the space above them?
Girl Yes, I can do that! That's easy!
Man That's really good writing!
Girl Thanks!

5 **Man** And perhaps you should colour one of the combs before we finish.
Girl The one on the table?
Man I don't think so. Colour the one on the shelf, please.
Girl What colour?
Man I've got a blue pencil I think. Use that one!
Girl Ok. There! I've finished.
Man Great!

3 Eating out

Unit 3 Lesson 1 SB page 20

Words

Topics
Food and drink, Adjectives

Functions
Matching words to pictures; Copying words; Completing gapped sentences

Grammar
Present simple

Vocabulary
See the wordlist on pages 113–114 of the Student's Book

Flyers practice
Reading & Writing (all parts)

Warmer

- Play a game to warm the class up and revise places in a town.
- Divide the class into two teams. Ask questions to children from each team in turn. For example, *Where can you buy a ticket / a book / some stamps?*
- Encourage children to respond with full sentences, e.g. *You could buy a ticket at the railway station.* Award one point for each correct sentence.

Lead-in

- Point to the picture of Holly and read out the speech bubble.
- Tell the children that they are going to think about food in this lesson. Ask children around the class to say any words they can remember for food and drink. Write their suggestions on the board.
- Ask children around the class to say which of the foods on the board they like / don't like.

FLYERS TIP Describing pictures will help to prepare learners for the Flyers Speaking Test. Use the pictures in the Student's Book or pictures from magazines to help children practise describing pictures.

1 Write the numbers for the things in Holly's kitchen.

- Ask the children to look at the picture and say who or what they can see, where the people and items are, what the people are doing and how they feel.
- Ask children to read out the words and point to the correct items in the picture. Tell the children to write the numbers next to the correct word.
- Allow the children time to complete the activity in their books.
- Check answers by pointing to the pictures and asking the children to say, then spell, the words.

ANSWERS
salt 8, knife 12, fork 11, spoon 7, chopsticks 2, pizza 1, pepper 9, flour 5, sugar 14, olives 10, butter 6, jam 3, honey 15, yoghurt 13, strawberries 4

Optional activity

- Slowly write the letters for one of the words in activity 1 on the board, pausing after each letter. The children try to guess the word before you have written the whole word. When a child guesses the word correctly, they should spell the rest of the word for you to complete it on the board. You can play this as a game in two teams if you like.

2 Complete the sentences.

- Point to the pictures and ask the children to say what each picture shows.
- Ask a child to read out the adjectives in the bubbles.
- Tell the children to read the sentences and complete them with the adjectives.
- Move around the class as the children complete the activity. Help if necessary.
- Invite children around the class to read out their completed sentences.

ANSWERS
1 soft 2 hard 3 slow 4 noisy 5 dangerous

Optional activity

- Ask the children to suggest more adjectives. Write their suggestions on the board.
- Invite children around the class to make a sentence describing a person, place or thing with one of the adjectives on the board.
- You can play this as a game in two teams if you like, pointing to an adjective for children from each team in turn and awarding one point for each grammatically correct sentence.

Unit 3 Lesson 2 SB page 21

Story

Topics
Food; Senses (*touch, sound, smell, sight, taste*)

Functions
Understanding and acting out a story; Completing sentences with the correct words for the senses

Grammar
Present simple; Present continuous; *will* (for offers)

Vocabulary
See the wordlist on pages 113–114 of the Student's Book

Flyers practice
Reading & Writing (all parts)

Equipment
11

Warmer

- Ask children around the class to tell you their favourite foods. Ask how often they eat their favourite foods and why they like them.

Lead-in

- Divide the class into two teams.
- Tell the children to look at the picture in activity 1 on page 20 for one minute, then close their books.
- Ask children from each team in turn to name a food in the picture (from memory). Write their answers on the board.
- Award one point for each correct answer. If a child can't think of a word, a child from the other team can answer for a bonus point.

1 Listen and read. Then act. 11

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where is Holly / Mum / Harry / Katy? What is he/she doing? How does he/she feel?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Ask children to find and say words for the senses from the story (*look, smells, tastes, sounds, doesn't look*).
- Divide the class into groups of four and allow the children time to practise acting out the story.
- Invite groups of children to act out the story for the class.

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

FLYERS TIP In Parts 3, 4 & 5 of the Flyers Reading & Writing Test, the clues which help learners find the correct words for each gap may come after the gap. Teach the children to read the words before *and* after each gap to help them find the missing word.

2 Write the words in the sentences.

- Point to the pictures and ask the children to say who or what each picture shows.
- Ask a child to read out the words in the box. Check that children understand the meaning of each verb. Explain that we use *is like, looks like, smells like,* etc to say that something is similar to something else, even if it is not the same thing.
- Read out the first gapped sentence and ask children to suggest the correct word to complete it.
- Move around the classroom as the children complete the rest of the sentences. Help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS
1 is 2 smells 3 sounds 4 feels 5 tastes 6 looks

Optional activity

- Tell the children to use the words in the box in activity 2 to write six more sentences with *like*.
- Invite children around the class to read out their sentences.

Unit 3 Lesson 3 SB page 22

Speaking & listening

Topics
Everyday objects, Food and drink

Functions
Playing a guessing game; Listening and matching people to meals

Grammar
Present simple; Past simple

Vocabulary
See the wordlist on pages 113–114 of the Student's Book

Flyers practice
Listening Part 1, Speaking (all parts)

Equipment
12; cloth bags and a variety of small items for the 'feel it' game

Warmer

- Play a game of *Hangman* to warm the class up and revise the words for food and drink (see page 19).

Lead-in

- Revise the phrases *looks like / smells like / tastes like / sounds like / feels like* by asking questions to children around the class, e.g. *What do tigers look like? What does perfume smell like? What does wool feel like? What do cats sounds like? What does chocolate taste like?*

1 Play the 'feel it' game in small groups.

- Ask children to look at the picture of Holly and Harry and say what the children are doing.
- Explain that Holly and Harry are playing a game. Ask children to read out the speech bubbles and check their understanding of the game.
- Point to the picture of the grammar character and read out the speech bubble. Explain that, when they play the game, the children should feel the item in the bag and think about what it feels similar to.
- Demonstrate the game with one or two children in front of the class, then hand out cloth bags with small items in them and allow the children to play the game in small groups.
- Move around the class as the children play the game and make sure all children have a chance to feel and guess an item.
- Swap the bags so that children can play the game again with different items.

FLYERS TIP In Part 1 of the Flyers Listening Test, teach learners to number the smaller pictures and the people in the main picture during the first playing of the recording, then draw lines to complete the activity during the second playing.

2 Listen and draw lines. Which meal is not needed? 12

- Ask children to read out the speech bubbles in the picture at the top of the activity.
- Point to the main picture and ask the children to say who they can see. Refer the children back to the family tree on Student's Book page 2 to help them remember each character. Point to the smaller pictures around the main picture and ask the children to name the foods.
- Play the first part of the recording for the children to listen and look at the example, then play the rest of the recording for the children to complete the activity in their books.
- Check answers by inviting children around the class to say what meal each person had, then to say which meal was not needed.

ANSWERS
Grandma 1, Michael 5, Emma 8, Harry 6, Holly 2, Helen 7, Grandpa 9, Mum 10, Dad 3
Meal 4 is not needed

Transcript 12

Harry Yesterday was Grandma's birthday. She was eighty years old! We went to this really nice restaurant in town with all the family!
Man That's nice. Did your grandma enjoy the meal?
Harry Yes, she did. She had pizza with cheese on top, and a bowl of salad … And my Uncle Michael came. He ate a lot! He had a really large burger with chips. And he put a lot of salt on his food too. Mum says that's really bad!
Man OK and what about the others? What did your little sister have?
Harry Emma? She ate sausages – she loves them! Oh yes .. and some chips too. I had a bowl of soup and a burger. I really liked my meal! It tasted great!
Man And what did Holly have?
Harry She had soup like me. But then she had two pizzas with cheese on them. She ate a lot! And she was a bit ill when she got home!
Man Oh dear!
Harry And our cousin Helen came too. She had a very interesting meal. She ate chicken and rice. And you know, she ate her meal with chopsticks! It looked very difficult! Grandpa had the same meal as my cousin Helen, but he didn't use chopsticks. He said he's doesn't know what's wrong with knives and forks! I agree with him actually!
Man So you didn't try to use chopsticks, then?
Harry No! I was too hungry! I wanted to eat my food quickly so I just used my knife and fork! But Mum ate with chopsticks! She had chicken and green vegetables.
Man And what about your dad?
Harry Dad? Oh he had chicken. But he likes potatoes so he had them. Oh … and some carrots too.
Man No chopsticks?
Harry No!
Man And did you have anything else to eat?
Harry Yes, we took Grandma's cake to the restaurant and we sang 'Happy birthday' to her and then we all had a piece of cake and lots of ice cream.
Man That sounds like a really lovely time!
Harry Yes, it was … well, until Holly got ill that is!

Unit 3 Lesson 4 SB page 23

Words & speaking

Topics
Feelings

Functions
Completing gapped sentences; Talking about how things make you feel

Grammar
Present simple, Past simple; Conditional clauses and result clauses

Vocabulary
See the wordlist on pages 113–114 of the Student's Book

Flyers practice
Reading and writing Parts 3, 4 & 5; Speaking Part 4

Warmer

- Revise words for food and drink by asking children around the class to say what they had for breakfast, lunch and dinner yesterday.

Lead-in

- Ask the children to suggest words which describe feelings. Write their suggestions on the board.
- Divide the class into two teams. Invite a child from Team A to mime a feeling for the rest of their team. Encourage the other children in the team to ask questions, e.g. *Do you feel sad / hungry / cold?*
- Award one point for each correct guess.

1 How does it feel? Complete the words in these sentences.

- Ask children to look at the pictures and say who they can see and how they think each person feels.
- Ask a child to read out the example sentence. Show the class how one letter has been written on each line.
- Tell the children that they need to look at the pictures and complete the sentences about how the people feel / felt. Remind them to write only one letter on each line.
- Allow the children time to complete the activity in their books, then invite children around the class to read out the completed sentences.

ANSWERS
1 hungry 2 happy 3 ill 4 sad 5 bored
6 angry 7 hot 8 tired 9 frightened

Optional activity

- Tell the class to look at the sentences in activity 1 for one minute, then close their books.
- Ask questions about the people in activity 1 to children around the class, e.g. *How does Holly feel when she eats too many biscuits?* Encourage the children to respond with full sentences, e.g. *When Holly eats too many biscuits, she feels ill.*
- You can play this as a game in two teams if you like, asking questions to children from each team in turn and awarding one point for each correct answer.

FLYERS TIP In Part 4 of the Flyers Speaking Test, learners will be asked questions about themselves. Make sure your class is confident about expressing their thoughts, feelings and ideas orally.

2 How do these things make you feel? Tell a friend.

- Ask a child to read out the prompts in the bubbles. Tell the children to think about how each of these things makes them feel.
- Elicit a few example sentences from children around the class, e.g. *When I hear strange noises, I feel frightened.*
- Tell the children to work in pairs and tell their partner how each of the things makes them feel.
- Invite one or two children to tell the class how some of the things make them feel, then ask other children to tell the class how some of the things make their partner feel.

Optional activity

- Tell the class to think about some things that happened to them recently (good things or bad things).
- Tell the children to write five sentences about things that happened and how they felt, e.g. *When my brother broke my mobile phone, I felt angry.*
- Invite children to read out their sentences to the class.

Unit 3 Lesson 5 SB page 24

Words & speaking

Topics
Vocabulary and spelling focus

Functions
Writing and spelling words; Matching word pairs; Completing a speaking activity

Vocabulary
See the wordlist on pages 113–114 of the Student's Book

Flyers practice
Speaking (all parts), Vocabulary and spelling practice

Equipment
Speaking activity photocopiable 131

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the headings *Places*, *Food* and *Feelings* on the board.
- Say words for each heading to children from each team in turn. The children come to the board and write the words under the correct headings. Award one point for each correctly placed and spelt word.
- Alternatively, you can invite children from each team in turn to think of their own words to write under one of the headings on the board.

Lead-in

- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

1 Complete the words under the pictures. Then find the pairs.

- Ask children to look at the pictures and name the items.
- Ask a child to say and spell the example word (*hat*). Show the class how one letter has been written on each line.
- Tell the children that they need to look at the pictures and write the correct words. Remind them to write only one letter on each line.
- Allow the children time to complete the activity in their books, then invite children around the class to say and spell the words.
- Show the children the grid at the bottom of the activity. Point to pictures 1 and 19 and say the words (*hat* and *scarf*). Explain to the class that each word in the activity goes with another word. Tell the children to look at the items and match them in pairs by completing the grid with the correct numbers.
- Do a couple of examples with the class. Point to the second item and ask children to say the word (*shoes*) and find an item which goes with it (*socks*). Tell the children to write the number 17 under the number 2 in the grid.
- Move around the class as the children complete the activity. Help if necessary
- Check answers by asking children around the class to say the pairs of words

ANSWERS

1 hat 19 scarf
2 shoes 17 socks
3 envelope 16 stamp
4 brush 18 comb
5 knife 12 fork
6 bread 13 butter
7 fish 14 chips
8 husband 15 wife
9 water 11 soap
10 pepper 20 salt

- Ask children to suggest other pairs of words, e.g. *brother and sister, mum and dad, paper and pen, bucket and spade, burger and chips, toothbrush and toothpaste.*

Optional activity

- Divide the class into two teams and tell the children to close their books.
- Say words from activity 1 to children from each team in turn. The children say the correct matching words.
- Award one point for each matching word. If a child can't think of the matching word, the other team can take the turn for a bonus point.
- Alternatively, you can ask children from each team in turn to say words to children from the other team.

2 Do the speaking activity. TB page 131

- Point to the picture of Holly and Harry and read out the example exchange.
- Hand out copies of the speaking activity (one copy cut in half for each pair of children).
- Explain to the children that they need to ask and answer questions with their partner to find out the missing information from their recipes.
- Act out a few example exchanges with children around the class, then allow the children time to carry out the activity in pairs.
- Move around the classroom as the children work and help if necessary.
- Invite some pairs of children to ask and answer questions in front of the class, then ask other children to read out the completed recipe.

Reading & Writing, Part 3

Lead-in

- Prompt the children to think about questions or statements and responses by inviting pairs or groups of learners to act out stories from the Student's Book units so far. Encourage children to act without their books and ask other children to call out prompts if they forget their lines.

FLYERS TIP In Part 2 of the Flyers Reading & Writing Test, remind learners to read all the options before choosing the most appropriate answer.

Sophia is talking to her brother, Oliver. Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters.

- Tell the children to look at the picture and say who or what they can see, where the people are and what they are doing.
- Explain to the class that Sophia is talking to her brother, Oliver and that they need to complete the conversation using sentences from the box.
- Show the class the example. Tell the class to look at the options in the box and say why A is the best answer.
- Tell the children to read the rest of the conversation and choose the best sentences for each of Oliver's lines.
- Allow the children time to complete the test in their books.
- Check answers by reading out Sophia's lines and asking children around the class to read out Oliver's lines.

ANSWERS

1 H 2 B 3 F 4 D 5 C

Optional activity

- Write the responses from the box on page 27 on strips of paper and hand them to children around the class.
- Read out Sophia's lines from the conversation, one at a time. The child with the correct response should read out their line.
- Shuffle the lines and hand them out to different children to repeat the activity.

4 At school

Lesson 1 SB page 28

Words

Topics
School subjects

Functions
Identifying school subjects; Matching words to pictures

Grammar
Present simple

Vocabulary
See the wordlist on page 114 of the Student's Book

Flyers practice
Vocabulary revision; Speaking Part 4

Materials
Coloured pencils

Warmer

- Play a game to warm the class up and revise words for food and drink.
- Divide the class into two teams. Address children from each team in turn. Say *Tell me something you can put in a sandwich / have on a pizza / eat for breakfast / eat for lunch / have on a picnic /* etc.
- Encourage children to respond with full sentences, e.g. *You can put cheese in a sandwich.* Award one point for each correct sentence.

Lead-in

- Point to the picture of George and Katy and ask children to read out the speech bubbles.
- Tell the children that they are going to think about school subjects in this lesson. Ask children around the class what words for school subjects they can remember. Write their answers on the board.
- Ask children around the class to say which of the subjects on the board they have on Mondays / Tuesdays / Wednesdays / etc.

1 Find the school subjects and colour the lines.

- Ask children to look at the pictures and say which school subjects they can see.
- Ask children around the class to read out the words in the balloons.
- Tell the children to take out their coloured pencils. Explain that they need to colour the lines leading from the balloons to the pictures to match the school subject words to the pictures.
- Tell the children to trace the lines with their fingers first, to make sure they are colouring the correct lines.
- Allow the children time to complete the activity in their books, then check answers by encouraging children around the class to point to the pictures and make sentences about what colour each subject is, e.g. *Geography is purple.*

ANSWERS

science – green, geography – purple, history – grey, languages – blue, sport – pink, art – yellow, music – red, maths – orange

Optional activity

- Play a memory game. Tell the children to look at the balloons and the school subjects in activity 1 for one minute, then close their books.
- Divide the class into two teams. Ask questions to children from each team in turn. Say *What colour is (art)?* The children should try to remember and say the correct colour, e.g. *Art is yellow.*
- Alternatively, you can invite children from each team in turn to ask questions to the other team.
- Award one point for each correct answer. If children can't answer, or if they answer incorrectly, the question can pass to the other team for a bonus point.

2 Which subject has got the longest line?

- Ask children to look at the lines from the balloons to the pictures in activity 1 and say which subject the longest line leads to.
- Tell the children to write the answer in their books.

ANSWERS

science

3 Tell your friend about the subjects you do at school.

- Ask children to read out the questions to the class.
- Tell the children to think about themselves and ask and answer the questions in pairs.
- Move around the class as the children ask and answer and monitor their performance.
- Invite some pairs to ask and answer in front of the class.

Unit 4 Lesson 2 SB page 29

Story

Topics
Telling the time

Functions
Understanding and acting out a story; Matching clocks to written times; Talking about your day

Grammar
Present simple; Present continuous; Imperatives; *could / couldn't* for past ability

Vocabulary
See the wordlist on page 114 of the Student's Book

Flyers practice
Reading and Writing (all parts); Speaking (all parts)

Equipment
14; cardboard or plastic clock with moveable hands

Warmer

- Play a game of *Bingo* to revise the school subjects.
- Tell the children to write six school subjects in their notebooks.
- Call out the words for the school subjects, making a note of the words you have called out.
- If a child has the word you call out in their notebooks, they should cross out that word. The first child to cross out all their words is the winner.

FLYERS TIP Being able to tell the time will help learners in the Flyers Speaking Test and sometimes in Part 4 of the Flyers Listening Test. Make sure your students are confident about recognizing and talking about the time.

Lead-in

- Use a cardboard or plastic clock with moveable hands to revise telling the time.
- Move the hands on the clock to show different times (o'clock, half past, quarter past and quarter to).
- Ask children around the class *What time is it?* and encourage them to look at the clock and answer.
- You can play this as a game in two teams, if you like, asking children from each team in turn what time the clock is showing and awarding one point for each correct answer.

1 Listen and read. Then act. 14

- Ask children to look at the pictures in the story. Ask questions about the pictures, e.g. *What's this? Who's this? Where is Holly / Mum / Harry / Katy? What is he / she doing? How does he / she feel?*
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Ask children to find and say what time it is in each picture in the story.
- Divide the class into groups of six and allow the children time to practise acting out the story.
- Invite groups of children to act out the story for the class.

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to read out a line from the story. Ask a child from Team B to say who said that line.
- The teams take turns to read out sentences and name the speakers. Award one point for each correct answer.

2 Match the clocks with the pictures in the story. Write numbers.

- Ask children to look at the clocks and say what time each clock shows.
- Point to the pictures in the story and ask the children to say what time it is in each picture.
- Tell the children to read the story again and match the clocks to the pictures in the story by writing the numbers of the story pictures next to the correct clocks.
- Move around the classroom as the children complete the activity and help if necessary.
- Invite children around the class to say what time it is in each picture, e.g. *It's quarter past seven in picture 3.*

ANSWERS
1, 3, 5, 4, 6, 2

3 Think about your day. Draw the times on these clocks. Then talk to a friend.

- Point to the picture of the grammar character and read out the speech bubble. Ask the children to say whether pictures 1 and 5 in the story take place at twelve o'clock in the day or twelve o'clock at night.
- Ask the class to think of things that they do every day, e.g. *get up / have breakfast / go to school / finish school / have dinner / go to bed.* Write their suggestions on the board.
- Show the class the blank clock faces. Tell them to choose six things that they do every day and draw the times to show when they do those things on the clocks.
- The children can then work in pairs and tell their partners when they do each activity.
- Move around the class as the children talk in pairs and monitor their performance.
- Invite some children to tell the class about their day.

Unit 4 Lesson 3 SB page 30

Writing

Topics
School subjects; Days of the week

Functions
Completing a timetable; Answering questions about a timetable

Grammar
Present simple; Question words

Vocabulary
See the wordlist on page 114 of the Student's Book

Flyers practice
Reading & Writing (all parts), Speaking Part 2

Warmer

- Ask children around the class questions about their daily routines. Ask *What time do you (get up / have breakfast / go to school / start lessons / finish school / do your homework / have dinner / go to bed)?*
- Encourage children to respond with full sentences, e.g. *I get up at half past seven.*

Lead-in

- Ask children around the class to say the days of the week in order.
- Write the words *Monday, Tuesday, Wednesday, Thursday, Friday* on the board. Ask children around the class *What lessons do you have on (Monday)?* Write their answers on the board under the correct days.
- Point to the school subjects on the board and ask *What time do you have (maths) on (Monday)?* Encourage children to respond with full sentences, e.g. *I have maths at ten o'clock on Monday.*

1 Write the days onto the timetable.

- Tell the children to look at the timetable. Point to the pictures and ask the children to name the school subjects and after-school clubs. Point to the clocks and ask the children to say the times.
- Tell the children to complete the timetable with the days of the week.
- Ask the children to say what lessons are on each day.

ANSWERS
Monday, Tuesday, Wednesday, Thursday, Friday

2 Look at the timetable. Write the answers to these questions.

- Ask children to read out the questions to the class.
- Tell the children to write the answers to the questions in their books.
- The children can compare answers by asking and answering the questions in pairs.
- Invite some pairs to ask and answer the questions in front of the class.

ANSWERS
1 midday / twelve o'clock 2 half past nine
3 quarter to four 4 four 5 half an hour

Optional activity

- Ask the children to write five questions about the timetable, e.g. *Is there a Maths lesson on Monday? What time is lunch? How many Science lessons are there?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the timetable and answer, or try to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

FLYERS TIP In Part 2 of the Flyers Speaking Test, learners will need to ask and answer questions about two people, objects or situations. You can prepare your learners for this part of the test by setting activities like the one below.

Optional activity

- Write the following questions on the board: *When do you have maths? What time is your first lesson? How many English lessons to you have every week? When do you have science? What's your favourite subject?*
- Tell the children to write their answers to these questions in their notebooks, then ask and answer the questions with a partner.
- The children should use their partners' answers to write sentences in their notebooks.
- Ask children around the class questions about their partner, e.g. *When does (your friend) have maths? What time is (your friend's) first lesson?*

Unit 4 Lesson 4 SB page 31

Words & listening

Topics
School; Parts of speech

Functions
Using a dictionary; Completing a speaking activity

Vocabulary
See the wordlist on page 114 of the Student's Book

Flyers practice
Reading & Writing Parts 1, 3, 4, 5 & 6; Speaking (all parts)

Equipment
15; cardboard / plastic clock with moveable hands; Dictionaries; Speaking activity photocopiable 132

Warmer

- Divide the class into two teams. Set the hands on a clock to show a time, but don't show the clock to the class.
- Address children from each team in turn. Say *The big hand is on the (six) and the little hand is between the (two) and the (three). What time is it?*
- If the team guesses the correct time, show the clock and award a point. If not, let the other team try for a bonus point.

Lead-in

- Ask the children what they do on different days of the week. Say *What do you do on (Monday)?* Encourage them to talk about their day and tell you what they do at different times.

FLYERS TIPS In several parts of the Flyers Reading & Writing Test, learners will need to be able to identify different parts of speech. Give children plenty of practice at recognizing parts of speech by asking them to identify the parts of speech in sentences or lists of words.

1 Work alone. Use a dictionary to find the meanings. Then work with two friends. Tell your friends what the words on your list mean.

- Look at the lists of words. Ask children what parts of speech the words in each list are (*A verbs, B nouns, C adjectives*).
- Children work in groups of three, and look at one list each.
- Children work alone first, to look up their words in their dictionaries. When the children have looked up their words, they can work in their groups and explain what their words mean.

2 Katy and Holly are talking about school. Draw lines to make sentences. Listen and check. 15

- Tell the children to look at the first halves of the sentences and think about what kind of word or phrase is needed to complete the sentence (a noun, a verb, or an adjective).
- Children match the sentence halves, then listen and check.

ANSWERS
1 f 2 b 3 k 4 h 5 d 6 e 7 a 8 g 9 j
10 i 11 c

Transcript 15

Holly Do you like school, Katy?
Katy Yes I do but it's a long day. And all the teachers think doing homework is so important. And I don't like that much.
Holly What time do you get to school, Katy?
Katy Well, I usually get there at quarter to nine.
Holly That's quite early! Harry and I are usually late for school!
Katy And does Harry like school?
Holly Yes he does but he had to go and see Mr Pepper, the teacher, last week! He was a bit frightened about that.
Katy Oh, why did he have to do that?
Holly He was talking in class.
Katy Again?
Holly Yes!
Katy Does your older brother like school?
Holly You mean William? Yes he does. He's very clever!
Katy What's his favourite subject?
Holly I don't know what his favourite subject is, actually. William's science teacher thinks he's an excellent student! And William says that maths is very easy. But I hate maths!
Katy Well I'm not good at it, but my maths teacher says I am improving!
Holly Harry's maths teacher thinks he's very lazy! I think he is too, actually!
Katy What do you like doing after school, Holly?
Holly Well, last week I started doing the art club. It's great. I'm making a toy for my sister Emma. It's a butterfly toy, because she loves butterflies.
Katy That's sounds lovely. I think I might join that club too!
Holly Do you like languages, Katy?
Katy No I don't. I get bored sometimes.
Holly Why?
Katy Oh … just because I have to repeat all the new words after the teacher. I don't like doing that!
Holly Oh … and I don't like history. I think it's really difficult.
Katy Yes, you're right. But do you know what I like about history lessons? Sometimes the history teacher lets us dress up so we look like people from the past. I think that's really good fun.
Holly So, do you like our school then Katy?
Katy Yes I do, and I'm sad that it's our last year at this school. We've got so many friends here and I really like that.
Holly Yes, I know what you mean. But I'm quite excited about going to a new school next year!

3 Do the speaking activity. TB page 132

- Point to the picture of Holly and Harry and ask children to read out the example exchange.
- Cut up the photocopiable sheets so that the pictures are separate from the instructions. Hand a set of pictures and a set of instructions to each child.
- Make sure that the children understand all the words they will need to use in the activity (*fold, needle, wood*, etc).
- Tell the children to work alone to match the pictures to the instructions, then to work with their partner to put the instructions and pictures in the correct order.
- Encourage the children to use phrases such as *I think …, I agree …, I'm not sure …; Do you think …?* as they work.
- Give out the full set of instructions for the children to check.
- As an extension, bring the materials to make the butterfly mobile to class, and let children follow the instructions.

Unit 4 Lesson 5 SB page 32

Words

Topics
Vocabulary and spelling focus

Functions
Matching items to materials they are made of;
Completing a word puzzle

Vocabulary
See the wordlist on page 114 of the Student's Book

Flyers practice
Reading & Writing Part 1

Warmer

- Divide the class into two teams.
- Tell the class to look at the timetable on page 30.
- Say true or false sentences about the timetable to children from each team in turn. The children look at the timetable and say *Yes* if the sentence is true or *No* if the sentence is false.
- Ask the children to correct the false sentences. Award one point for each correct answer.

Lead-in

- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

1 Look at Harry's school work. Join the words with the pictures. What are these things made of? Write the words in the correct boxes.

- Ask children to look at Harry's work and say what things they can see.
- Tell the children to draw lines to match the words to the pictures.
- Point to each item and ask *What's this?* Encourage children around the class to answer *It's a (toy duck).*
- Read out the headings in the boxes and ask children to find an item which is made of each material.
- Tell the children to look at the picture and write the words in the correct box.
- Ask children around the class to make sentences about the items, e.g. *The toy duck is made of plastic.*

ANSWERS
Metal: fork, necklace
Paper: page, magazine
Wood: chopsticks, shelf
Wool: sweater, scarf
Plastic: toy duck, computer mouse

Optional activity

- Write the headings from the box in activity 1 on the board.
- Ask children to say what things they can think of for each heading. Write their answers under the correct headings on the board.
- Erase the words from the board and divide the class into two teams.
- Ask questions to children from each team. Say *What (are pencils) made of?* Encourage the children to respond with full sentences, e.g. *Pencils are made of wood.*
- If a child answers correctly, he/she wins a point for his/her team. If he/she answer incorrectly, you can pass the turn to the other team for a bonus point.

2 Make the word wall! Read and write the words in the puzzle.

- Ask children to read out the definitions. Explain that the numbers in brackets show how many letters there are in each word.
- Show the class how the example word has been written in the first line of the puzzle. Explain that each of the words should be written across the puzzle, and that children can look at the letters in the first square of each row to identify the correct position of each answer. They should also count the squares for each word and look at the numbers in brackets to help them.
- Allow the children time to complete the puzzle in their books. Move around the classroom as the children work and help if necessary.
- Call out the clues one by one and ask children to respond with the correct answer.

ANSWERS
wood, facts, repeat, morning, enormous, excellent, frightened, butterfly, language, improve, midday, metal, late

Optional activity

- Divide the class into two teams.
- Ask children from each team in turn to choose a word from the unit. The children should say what the word means and how many letters it has got.
- Children from the other team try to guess the word. If the children on the other team guess correctly, they win a point. If they don't guess correctly, the first team win a point.

Flyers practice test 33, 34 & 35

Reading & Writing, Part 3

Lead-in

- Ask the children to tell you what kind of day they had yesterday. Ask them to tell you what good things and what bad things happened and how they felt about each event.

FLYERS TIP Remind learners that in Part 3 of the Flyers Reading & Writing Test, they need to read the text surrounding the question to be able to correctly fill the gap.

Read the story. Choose a word from the box. Write the correct words next to numbers 1–5. There is one example.

- Tell the children to look at the example. Read out the text up to the word *had*. Ask the class to look at the words above the text and find the word *had*. Show the class how the word *had* has been chosen from the box and written on the line as an example.
- Tell the class to read the text, then choose a word from the box which fits in each gap (1–5). Explain that there are three words in the box which they won't need to use.
- Tell the children to cross out the words in the box as they use them. Remind them to copy the words exactly and to check their spelling when they have finished writing the words.
- Allow the children time to complete the test in their books.
- Check answers by asking children around the class to say, then spell, the words.
- If you like, you can ask children around the class to read out sentences from the text.
- Ask children to say which title they think best fits the story and why.

ANSWERS

1 tell 2 learnt 3 gave 4 excited 5 expensive
6 Harry's good news

Optional activity

- Ask the children to write a short text about some good news they had recently.
- Tell them to leave five gapped words in their paragraph and to write the gapped words under their text (with three extra words if you like).
- The children can then swap texts with their partner and complete each others' gapped texts.

Listening, Part 2

Lead-in

- Ask children around the class what after-school clubs they go to, how often they go to the club, when they go to the club, where the club is and what they do there.

FLYERS TIP In Part 2 of the Flyers Listening Test, all names for people and places must be spelt correctly. They are spelt out letter by letter on the recording.

Listen and write. There is one example. 16

- Ask children to look at the heading and the gapped notes. Tell them that the notes are about an art club.
- Ask the children to say whether they will need to write a word or a number for each question.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen and complete the notes, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Invite the children to read out the completed notes.

ANSWERS

1 Davies 2 hall 3 16 4 kites 5 £13.50

Transcript 16

Man Can I help you?
Girl Oh, yes, I'd like to join the art club, please.
Man Oh, yes, very good. Now, art club is on every Wednesday after school. Can you come then?
Girl Yes, I can.
Man Well, that's excellent!
Presenter Can you see the answer? This is an example. Now you listen and write.
Girl Er, excuse me! Could you tell me which teacher does the art club?
Man Yes, now, let me see – it's Mrs Davies. Do you want to write that down?
Girl Yes, please.
Man OK, you spell her surname D-A-V-I-E-S. Have you got that?
Girl Yes, thank you. But which classroom should I go to for art club?
Man Oh, let me see … it's the classroom opposite the school library I think. No, wait a minute, I've got that wrong – it's the classroom opposite the school hall. That's it!
Girl Oh, OK, thanks – and how many children go to art club?
Man: Well last year there were ten children there, but it's very popular this year, there are sixteen!
Girl Oh that's nice. Could my friend join too?
Man Yes I'm sure that would be fine but she'll need to come and see me about it.
Girl OK … and what are the children making?
Man Well, this week I believe they're making butterflies, something like that anyway. So, if you go today you can do that with them. And then next week they're making kites and they're actually going to fly them in the park next weekend!

Girl Oh, that sounds lovely. But, … how much is it to join art club?
Man Oh don't worry! It's quite cheap. It's £10.50, oh, no, sorry that was last year. This year it's a bit more expensive – £13.50 for the year, but that's for everything you need.
Girl OK, can I pay tomorrow?
Man Yes, of course you can. Enjoy it then!
Girl Thank you!

Optional activity

- Tell the children to work in pairs and use the information in the Listening Test to make a dialogue about the art club. For example:
  A What day is the art club?
  B It's on Wednesdays.
  A What's the teacher's name?
  B Mrs Davies.
- The children can practise their dialogue in pairs, then act it out in front of the class.

Reading & Writing, Part 1

FLYERS TIP In Part 1 of the Flyers Reading & Writing Test, remind learners to copy the whole option and not add anything extra. This means including the article if there is one and not adding one if it is not needed.

Lead-in

- Write some known words on the board, e.g. *a butterfly, a scarf, necklaces, toys, a clock, a rucksack, stamps, envelope.* Use a variety of countable and uncountable nouns and a mixture of singular nouns (with articles) and plural nouns.
- Say a sentence about one of the words to a child in the class, e.g. *These are small and square. You put them on letters before you post them.* The child should say the correct word from the board.
- Repeat with other children and other sentences. You can play this as a game in two teams if you like.

Look and read. Choose the correct words and write them on the lines. There is one example.

- Ask the children to look at the sentences. Explain that they are going to read definitions, find the correct words and copy the words onto the lines.
- Point to each of the words around the box and ask the children to say whether each word is countable or uncountable and singular or plural.
- Ask the children to read the example definition and find and say the correct word
- Ask the children to read the rest of the sentences and write the correct words. Explain to the children that they must spell the words correctly. Tell the children to copy the words exactly and not add anything extra.
- There are some words that the children may not know. Encourage children to try to guess the correct words based on previous experience and knowledge.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class and explain any unknown words.

ANSWERS
1 tortoise **2** a quiz **3** festivals **4** IT **5** yoghurt **6** a platform **7** an eagle **8** projects **9** a gym **10** invitations

Optional activity

- Ask the children to think of five words and write a definition for each word, without using the word itself.
- The children can then swap definitions and write the words for their partners' definitions.

Revision 1

Revision 1 SB pages 36–38

Aims

Revise vocabulary, grammar and test skills from *Hello!* Unit to Unit 4

Flyers practice

The Revision sections prepare learners for all parts of the Flyers Tests

Equipment

CD 17

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from *Hello!* unit to Unit 4.
- Tell the children to look at the first activity in each unit and choose two words from each activity. They should write their eight chosen words in their notebooks.
- Call out words from the first activities in the *Hello!* unit to Unit 4 in random order (keep a note of the words which you have called out).
- If a child has written a word you call out in their notebooks, they can cross out that word. The first child to cross out all their words wins the game.

Lead-in

- Write the headings *Family, Months, Home, Places in a town, Food* and *School* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.
- Erase the words on the board. Ask children around the class to say three words from one of the groups. Say *Name three family members / months of the year / things in the house / places in a town / things you can eat / school subjects.*
- You can play this as a game in two teams if you like, asking children from each team in turn to name three items and awarding one point for each set of words.

FLYERS TIP! All the vocabulary which can appear in the Flyers Test is listed in the wordlist at the back of this book. Make sure your learners are familiar with the words. This will help them to do well in the tests.

1 Read the words and write the opposites in the crossword.

- Point to the words and ask the children to say what parts of speech they are (*adjectives*).
- Tell the children that they need to think of the opposite for each adjective and write their answers in the crossword. Tell them to count the number of squares for each word and use the example letters in the crossword grid to help them find their answers.
- Check answers by asking children around the class to say and spell the words for the class.

ANSWERS

Across: 2 early 5 untidy 7 expensive 8 naughty
Down: 1 boring 2 empty 3 soft 4 quiet 6 pretty

2 Order the letters. What are they made of? Draw lines.

- Point to the picture in item 1 and ask the children to say the word (*envelope*).
- Show the children the jumbled letters around the picture and ask them to call out the letters in the correct order to spell the word *envelope*.
- Tell the children to write the words, then think about what each item is made of and draw lines to match the items to the materials.
- Invite children around the class to read out and spell the word for each item, then say what each item is made of.

ANSWERS

1 envelope – paper 2 knife – metal 3 scarf – wool
4 duck – plastic 5 desk – wood 6 book – paper

Optional activity

- Divide the class into two teams.
- Write jumbled words from the *Hello!* unit to Unit 4 on the board for each team in turn.
- Tell the children that they can ask you questions to get clues about the word, e.g. *Is it a school subject? Is it a family member?*
- When a team guesses the word, ask a child from the team to come to the board and write the letters in the correct order.
- Award one point for each correctly guessed word and a bonus point for each correctly spelt word.

3 Complete the dialogue.

- Ask the class who the people in the picture are and ask a pair of children to read out the speech bubbles.
- Ask children to look at the gapped dialogue. Explain that the words in the box are missing from the dialogue. The children need to read the dialogue and choose the best word to complete each gap.
- Ask a child to read out the first line with the example, then allow the children time to complete the dialogue in their books.
- Move around the class as the children work and help if necessary.
- Invite children to read out lines from the completed dialogue.

ANSWERS

1 everything 2 everywhere 3 anything 4 nothing
5 No-one 6 everyone 7 something

- If you have time, you can divide the class into pairs to practise acting out the dialogue. You can invite pairs of children to act out the dialogue in front of the class.

4 Draw the times on the clocks. Then say *a.m.* or *p.m.*

- Ask the class what a.m. and p.m. mean. (*a.m. = the time from midnight to midday; p.m. = the time from midday to midnight.*)
- Show the children the blank clocks. Ask children to read out the speech bubbles for each clock.
- Explain that the children need to read the speech bubbles and draw the correct times on the clocks.
- Ask children to look at the pictures again and decide whether each clock shows a time in the morning (a.m.) or afternoon (p.m.). Explain that the exact midday of 12.00 is neither a.m. or p.m. – it becomes p.m. at 12.01.
- Check answers by asking children to hold up their books, say the times, then say whether each time is a.m. or p.m.

ANSWERS

1 a.m. 2 p.m. 3 a.m. 4 p.m. 5 p.m.

Optional activity

- Divide the class into two teams.
- Using a cardboard clock, or by drawing a clock on the board, show different times to children from each team in turn, using o'clock, half past, quarter past and quarter to. Ask the children *What time is it?*
- The children look at the clock and answer. Award one point for each correct answer.

5 Listen and draw lines. 17

- Ask the class to look at the picture and say what they can see.
- Play the first part of the recording for the children to listen and look at the example.
- Play the rest of the recording for the children to listen and draw lines to match the places to the correct positions on the map.
- Check answers by asking the children to say where each place is on the map. Ask *Where's the (police station)?* Encourage children to answer *It's (next to the post office).*

ANSWERS

See transcript below.

Transcript 17

1 **Boy** Er, hello. I think someone's stolen my camera and I need the police station. Do you know where it is, please?
Man Oh, sorry to hear that. Well, just turn left at the next corner, walk a short way and you'll see it on the left next to the post office.
Boy OK, thanks!

2 **Girl** I don't know where the college is. It's my first day. Can you help me?
Woman Oh yes, of course. There's a post office on the corner. Turn left there and walk past the police station. It's the next building on the left.

3 **Man** Excuse me, where's the fire station please?
Woman Oh, just a minute … er … turn right at the next corner and go past the park. It's on the left opposite the factory. It's not very far!
Man Thank you.

4 **Woman** Hello. Could you help me? I'm looking for the chemist's
Man Oh yes … just go straight on. It's just past the cinema, on the left at the end of the road
Woman Thanks!

5 **Boy** Excuse me, I'm visiting the town today and I don't know the way to the museum. Could you help me, please?
Woman Er, yes, of course. If you turn next right … can you see … just over there? The museum is opposite the park It's between two shops. You'll see it on the right when you go round the corner.
Boy Oh, thank you!.

6 **Woman** Excuse me. Can you help me? I need somewhere to stay for tonight.
Man Oh yes, there's a really nice hotel near here. Turn left at the corner. Go past the police station and it's on the right at the end of the road.
Woman Thanks very much.

6 Read Holly's diary and write the missing words.

- Tell the children that the text is an extract from Holly's diary. Show the class the gaps in the text and explain that they need to think of the best word to complete each gap.
- Explain that the children should look at the number of lines (one line per letter) for each word and the initial letter of each word to help them find the correct words.
- Remind the class to read the information around each gap and think about what kind of word fits each gap. Tell them to think about the meaning of the sentence and what tense the sentence is in.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out sentences from the completed text.

ANSWERS

1 biscuits 2 supermarket 3 cooker 4 wood
5 fridge 6 plate 7 empty

Optional activity

- Ask the children to think about what they did yesterday and to tell the class about their day.
- The children can write a short diary entry about their day using the diary entry in activity 6 as a model.

Flyers Speaking preparation SB page 39

Aims

This section prepares learners for all parts of the Flyers Speaking Test

Equipment

Speaking Test photocopiable 123–124

Warmer

- Ask children around the class questions about themselves. For example: *What's your name? How do you spell that? How old are you? Where do you live? What's your favourite subject? What do you usually do on Saturdays? What did you do yesterday?*
- Tell the children to make short dialogues asking and answering questions about themselves, then invite pairs of children to act out their dialogues in front of the class.

Lead-in

- Ask the children to think about a shopping trip that they went on recently. Tell them to think about where they went, who they went with, how they travelled and what they bought.
- Invite children around the class to talk about their shopping trip.

FLYERS TIP Use greetings such as *hello, bye, good morning / afternoon / evening* with learners so that they use them naturally. If they use them in the Flyers Speaking Test, they will create a good impression.

1 These pictures tell a story. It's called 'Mrs Hall's shopping trip'. Look at the example for picture 1. Now you tell the story.

- Tell the children to look at the pictures. Explain to the class that the pictures tell a story. Ask children around the class to say what is happening in each picture and how they think the people in the pictures feel.
- Ask a child to read out the example speech bubble.
- Tell the children to talk about the rest of the pictures and tell the story.
- Point to the pictures and ask children around the class to tell the story.

SUGGESTED ANSWERS

Mrs Hall is in town. She's in a shopping centre and she's buying a phone. She's very happy with her new phone.
Now Mrs Hall is on the bus. She's going home. She's looking in her bag, but she can't find her key. She's worried.
Mrs Hall is outside her house. She's phoning Mr Hall with her new phone because she can't get into the house. Her key is inside.
Mr Hall is at the house now. He's got a key. Mrs Hall can get into the house now. She's very happy.

2 Ask and answer about the things you do in town.

- Tell the children to think of questions to ask their partner about where they usually go and what they usually do when they are in town.
- Tell the children to ask and answer their questions in pairs.
- Move around the class as the children ask and answer in pairs. Monitor their performance.
- Invite some pairs of children to ask and answer in front of the class.

3 Find ten more differences. Talk to your friend about the pictures.

- Ask children to look at the pictures and say what things they can see and where the things are.
- Tell the children that there are ten differences between the two pictures.
- Tell the children that they need to work in pairs. They should look at the pictures and tell their partner about the differences.
- Move around the class as the children complete the activity in pairs. Monitor their performance.
- Invite some children to talk about the differences between the two pictures to the class.

ANSWERS

There's a 1) knife / 2) spoon on the floor.
The girl in the foreground is eating 1) pasta / 2) pizza.
It's 1) half past twelve / 2) quarter to one.
The Chinese girl has 1) chopsticks / 2) a knife and fork
One of the women 1) is wearing a necklace / 2) isn't wearing a necklace.
On one of the children's trays 1) there is a spoon / 2) there isn't a spoon.
The fridge is 1) on the right / 2) on the left.
There's 1) jam /2) honey next to the woman.
One boy is reading a magazine with a picture of 1) an ambulance / 2) a fire on the front.
There 1) isn't any salt and pepper on the table / 2) is some salt and pepper on the table.
One of the girls has a 1) comb / 2) brush in her bag.

Optional activity

- Tell the children to draw items to make five more differences between the pictures.
- The children can then swap books with their partners and find the five new differences. They can write sentences in their notebooks.
- Invite children around the class to talk about the five new differences in their (or their partner's) pictures.

4 Now do the Speaking test.

You can now do the Term 1 Speaking Test with the children. See pages 120–122 for instructions, and 123 and 124 for the test.

Unit 2 Lesson 4, Transcripts

Transcript 8

1 **Mum** Now then, William, I'm very busy today so will you go to town with Holly and Harry?
William Oh Mum … no!
Mum Yes, William and listen carefully. This is what I want you all to do. You just need to get on the bus at the bus stop round the corner from the house. There's a bus in 10 minutes. Now, the bus goes straight on past the park and then it turns left at the top of the road. It goes left past the market and there's a bus stop just outside the shopping centre. That's where you need to get off. Do you understand, William?
William Yes Mum … get off at the bus stop.
Mum Hmm … yes.

2 **Mum** Now, first will you go into the shopping centre, please? I want you to change the shorts we bought last week for Harry.
Harry Oh but Mum, I really like them.
Mum I know you do, Harry, but you need bigger ones. So do that please.
Harry & William All right Mum!

3 **Mum** Now then, go back and walk through the market. And when you're there, get Holly some new pyjamas. You need them, don't you Holly?
Holly Do I Mum?
Mum Yes, you do! Your old ones are terrible. But be careful won't you? The traffic's very bad near there.
William Don't worry, Mum.

4 **Mum** Now then … at the end of the market turn right and there's a little shop opposite the supermarket. They sell watches and necklaces, things like that. Do you know the place I mean?
William Yes, Mum, I think so.
Mum Good. Well my necklace was broken. And they're repairing it for me there. So, can you get it for me? You remember that for me, Harry!
Harry OK, Mum.
Mum Well, don't forget because I really do want to wear it for the party.

5 **Mum** Oh yes, and then I want you to get some soap. Go into the chemist's …
William Is that next to the bookshop, Mum?
Mum That's right William! Well they've got some lovely lemon soap there. It's a present for Grandma – she's eighty soon, you know! And I need a new brush and comb for Emma.

6 **Mum** Now, you need to pick up the cake for Grandma's birthday. Can you collect it from the cake shop, please? It's just next to the chemist's.
William Yes, Mum.
Mum And be careful with it! Please don't drop it!
William OK, Mum!

7 **Mum** Now … the post office is next to the cake shop so I'd like you to post these three letters please. And Holly, will you buy some stamps for me? And I need white envelopes, too. Just get them all at the post office when you post the letters.
William Anything else, Mum?
Mum Er … yes, actually.
Willim Oh, Mum!

8 **Mum** Well, I need a train ticket. Go to the end of the road and turn right Then go past the playground and the railway station is just there I want to go and fetch Grandma for her birthday, so could you buy a train ticket for me please?

9 **Holly** Oh, the playground's very near the railway station Mum. Can William take us there to play, please!
Mum Sorry Holly. There isn't time! Now, from the railway station, walk up the road and turn right when you get to the museum. Walk along the road and you'll see the police station.
Harry Oh, I really want to go to the museum and see the dinosaurs, Mum. Can we do that when we've got everything?
Mum No, not today Harry. There really isn't time.
Harry Oh, Mum!

10 **Mum** No Harry! Now listen! When you've done everything I'll come and collect you from the car park behind the police station, at about 4.30. I don't want you to get the bus home with that cake!
William OK, Mum. Right, we're going now. See you!
Mum Oh, and William, don't forget the shopping list!

Transcript 9

Mum OK, Holly. Tell me about your shopping trip! Did you have a good time?
Holly It was OK, Mum, but I wanted to go to the playground, and . .
Mum Yes … but did you remember to do everything?
Holly I think so . .
Mum Did you get the cake for Grandma's birthday?
Holly Yes we did … and it's really pretty! Look!
Mum Oh yes … it's lovely! Well done! And did you change Harry's shorts?
Holly Yes.
Mum And … did you get your pyjamas from the market?
Holly No, Mum.
Mum Oh Holly! Well, did you post the letters for me?
Holly Yes Mum, Harry did that.
Mum Good, and you got the stamps?
Holly Yes Mum, but they only had brown envelopes so we didn't get them.
Mum Oh dear!
Holly But we did get the brush and comb for Emma … they were very cheap, actually!
Mum Well, I hope they're OK. And the soap? Did you buy that?
Holly No Mum … they didn't have any lemon soap And, Mum, we couldn't collect the necklace because the man said it wasn't ready.
Mum Oh no! But you got my train ticket for me?
Holly Er, well … no. William found a computer game … and he really liked it so he decided to get it. He said you wouldn't mind. And then we didn't have enough money for the train ticket. And so . .
Mum Oh no! Well I do mind! I'll have to go to town myself now! And I'm so busy today! Oh dear!
Holly Sorry Mum!

5 A day out

Lesson 1 SB page 40

Words

Topics
Entertainment; Times of day

Functions
Completing words; Matching things to places; Matching words to pictures

Grammar
Present simple

Vocabulary
See the wordlist on pages 114–115 of the Student's Book

Flyers practice
Reading & Writing (all parts)

Warmer

- Play a game to warm the class up and revise school subjects.
- Draw a simple timetable on the board, with the days of the week across the top, times of day down the left hand side and subjects in the middle.
- Divide the class into two teams. Ask questions to children from each team in turn. For example *What lesson is at (half past ten) on (Tuesday)?*
- Award one point for each correct answer.

Lead-in

- Tell the children that they are going to think about entertainment in this lesson. Ask children around the class where they go in their free time and what they do there.

FLYERS TIP Making connections between items of vocabulary will help learners in Part 1 of the Flyers Reading and Writing Test, where the definitions of words will often use related vocabulary to describe a person, place or thing.

1 Complete the words. Draw lines to match the things to the places.

- Ask children to look at the pictures and say what places and things they can see.
- Ask children to read out the words in the box and point to the correct pictures. Tell the children to write the words under the correct pictures.
- Allow the children time to complete the activity in their books. Tell them to make sure they spell each word correctly as they copy it.
- Check answers by pointing to the pictures and asking the children to say, then spell, the words.
- Tell the children to draw lines to match the things to the places. Explain that some of the things match more than one place.
- Check answers by asking the children to make sentences, e.g. *You can find dinosaurs at the museum.*

ANSWERS
cinema – seats, screen, actors, cartoons
museum – dinosaurs, pyramids
theatre – seats, stage, actors
circus – clowns, seats, swing
zoo – cage, wild animals

Optional activity

- Slowly write the letters for one of the things in activity 1 on the board, pausing after each letter. The children try to guess the word before you have written the whole word.
- When a child guesses the word correctly, they should spell the rest of the word for you to complete it on the board, then make a sentence about where you can find that thing, e.g. *You can find a cage at the zoo.*
- You can play this as a game in two teams if you like.

2 Write the words under the pictures.

- Point to the pictures and ask the children to say what time of day each picture shows.
- Ask a child to read out the words in the box.
- Tell the children to write the words under the correct pictures.
- Invite children around the class to say and spell the words.

ANSWERS
1 morning 2 afternoon 3 evening 4 night

Optional activity

- Ask the children to suggest activities for each of the times of day in activity 2. Write their suggestions on the board.
- Invite children around the class to talk about what they do in the morning / in the afternoon / in the evening / at night.

Unit 5 Lesson 2 SB page 41

Conversation

Topics
Planning a day out

Functions
Completing a dialogue with the correct sentences; Drawing the correct times on blank clocks

Grammar
Present simple and present continuous (future meaning); *There is / There are; going to; have got; could, shall* and *let's* for suggestions

Vocabulary
See the wordlist on pages 114–115 of the Student's Book

Flyers practice
Reading and Writing Part 2

Equipment
Cardboard or plastic clock with moveable hands

Warmer

- Ask children around the class to tell you what they did yesterday morning / afternoon / evening and what they are going to do tomorrow morning / afternoon / evening.

Lead-in

- Use a cardboard or plastic clock with moveable hands to practise telling the time.
- Divide the class into two teams.
- Move the hands on the clock to show different times (o'clock, half past, quarter past and quarter to) to children from each team in turn. Ask the children *What time is it?*
- The children look at the clock and answer. Award one point for each correct answer.

FLYERS TIP! In Part 2 of the Flyers Reading & Writing Test, learners should read the lines before and after each gap to help them find the correct sentences.

1 Tomorrow Mrs Brown is going to take the children on a special day out. Read the conversation and choose the best question or answer.

- Ask children to look at the gapped dialogue. Explain that the sentences in the speech bubbles are missing from the dialogue. The children need to read the dialogue and choose the best speech bubble to complete each gap.
- Ask a child to read out the example speech bubble, then allow the children time to complete the dialogue in their books.
- Move around the class as the children work and help if necessary.
- Invite children to read out lines from the completed dialogue.

ANSWERS
1 b, e 2 f 3 g 4 d 5 h 6 a 7 c

- If you have time, you can divide the class into groups of five to practise acting out the dialogue. You can invite groups of children to act out the dialogue in front of the class.

Optional activity
- Play a memory game. Tell the class to look at the dialogue for one minute and try to remember the lines.
- Tell the class to close their books
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

2 Draw the times on the clocks.

- Show the children the blank clocks. Ask children to read out the phrases under the clocks.
- Explain that the children need to read the dialogue again and find the times when each event happens, then draw the correct times on the clocks.
- Move around the classroom as the children read the dialogue and draw the times. Help if necessary.
- Ask questions to children around the class. Say *What time does (the museum open)?* Encourage children to respond with full sentences, e.g. *The museum opens at half past eight.*

ANSWERS
1 half past eight 2 quarter past two
3 quarter past four 4 half past ten

Optional activity
- Ask the children to imagine that they are going to have a special day out. Tell them to think about what they'd like to do and write a list of activities.
- Invite children to tell the class about their special day out.

Unit 5 Lesson 3 SB page 42

Listening

Topics
Activities

Functions
Listening and choosing the correct activities; Forming sentences about activities

Grammar
going to

Vocabulary
See the wordlist on pages 114 -115 of the Student's Book

Flyers practice
Listening Parts 3 & 4

Equipment
18

Warmer

- Play a game of *Hangman* to warm the class up and revise the words for places and things from Lesson 1 (see TB page 19).

Lead-in

- To revise *going to*, ask children to suggest some free time / weekend activities. Write their suggestions on the board.
- Ask children around the class questions about the activities on the board. Ask *Are you going to (visit a museum / meet your friends / go swimming) next weekend? Who are you going to go with? What are you going to see / do there?* Encourage the children to respond with full sentences.

FLYERS TIP In Parts 3 & 4 of the Flyers Listening Test, teach learners to listen carefully, as some pictures may contain some of the details they will hear, but not all of them.

1 What's William going to do tomorrow? Listen and number five of the pictures. 18

- Ask children to look at the pictures and say who they can see (William) and what William is doing in each picture. Ask children to say what times they can see.
- Explain that William isn't going to go out with Mum, Emma, Holly and Harry tomorrow. He's going to do different things. Tell the children to listen to the recording, find the five things that William is going to do tomorrow and number them in the correct order. Tell the children that they won't need to number all of the pictures.
- Play the recording for the children to listen and number the correct pictures.
- Ask children to say what William is going to do tomorrow.
- Ask an extension , tell the children to look at the pictures and ask and answer questions in pairs about what William is / isn't going to do tomorrow.

ANSWERS
1 e 2 b 3 f 4 h 5 a

Transcript 18

Mum So are you sure you won't come with us, William?
William Yes, I'm sure, thanks. I really don't want to go with you. I've got important things to do here.
Mum Oh really? What are you going to do all day then?
William Well, I'm going to stay in bed until eleven o'clock!
Mum Oh William!
William Yes, then I'm going to do my homework in my bedroom.
Mum Well that's good. Have you got a lot to do?
William Not really, no. And next I'm going to watch several TV programmes.
Mum Several William? What do you mean? How many programmes?
William Oh I don't know … two or three! Several! I'm going to sit in the living room and do that!
Mum Oh William!
William Yes Mum. And then, in the afternoon I'm going to go out.
Mum That's good! But are you going to have a shower before you go out, William?
William No Mum, I'm not. I had a bath last night!
Mum All right … So, you're going to go out, but where are you going to go?
William To town Mum … but not to the museum!
Mum Well, where then?
William I'm going to go to the shopping centre and buy some computer games.
Mum More computer games? Oh not again, William.
William Yes, I've got some money and that's what I'm going to do!
Mum Right …
William And then, Mum … I'm going to cook dinner.
Mum You're going to what?
William Cook dinner, Mum!
Mum What … you William?
William Yes, me Mum!
Mum And who are you going to cook dinner for?
William For everyone Mum! Dad will be at work and you'll all be tired after your special day, so that's what I'm going to do!
Mum Oh William , that's lovely! But William …
William What Mum?
Mum You can't cook!

2 Can you remember what William is going to do? Draw lines and make sentences.

- Ask children to look at the words in the boxes. Focus on the example and show how the line joins words from each of the four columns to make a true sentence.
- Do another example with the class, then allow children to complete the activity.
- Ask children around the class to read out complete sentences.

ANSWERS
William is going to stay in bed until eleven o'clock.
William is going to cook dinner for everyone.
William is going to watch several television programmes.
William isn't going to go to the museum.
William is going to do his homework in his bedroom.
William isn't going to have a shower before he goes out.
William is going to buy some computer games at the shopping centre.

Unit 5 Lesson 4 SB page 43

Writing & speaking

Topics
Plans for tomorrow; Adjectives

Functions
Completing sentences about your plans; Matching pictures to sentences; Completing a speaking activity

Grammar
going to

Vocabulary
See the wordlist on pages 114–115 of the Student's Book

Flyers practice
Vocabulary practice; Writing practice; Speaking practice

Equipment
Speaking activity photocopiable 133

Warmer

- Revise words for places and things by asking children around the class what you can seeor do at the cinema / theatre / museum / zoo / circus.

Lead-in

- Tell the children to look at the pictures of William in Lesson 3.
- Divide the class into two teams. Say true or false sentences about what William is going to do tomorrow to children from each team in turn, e.g. *William isn't going to stay in bed until eleven o'clock. / William is going to do his homework in the living room.*
- The children should answer *Yes* if the sentence is true and *No* if the sentence is false. Ask the children to correct the false sentences. Award one point for each correct answer.

1 Write about what you're going to do tomorrow.

- Ask children to think about what they are going to do tomorrow. Invite children around the class to suggest things that they are going to do.
- Show the class the gapped sentences and tell the children that they need to complete the sentences about the things they are going to do tomorrow.
- Point to the picture of the grammar character and read out the speech bubble. Check that children understand that they don't need to change the main verb after *going to*.
- Allow the children time to complete the sentences about themselves. Move around the class as the children work and help if necessary.
- Invite children around the class to read out their completed sentences.

ANSWERS
Children's own answers

Optional activity

- Tell the children to write five questions to ask their partner about what he or she is going to do tomorrow.
- The children can then ask and answer their questions in pairs.
- Invite some pairs of children to ask and answer questions in front of the class.

2 Match the pictures and the sentences.

- Ask the children to look at the pictures and say what they can see.
- Ask children to read out the sentences below the pictures. Ask the children which word in each sentence is an adjective. Check that children understand the meaning of each adjective.
- Allow the children time to match the pictures and the sentences by writing the correct letters in the boxes next to the sentences.
- Invite children around the class to read out the sentences and say the correct letters.

ANSWERS
1 e 2 a 3 g 4 h 5 b 6 f 7 c 8 d

Optional activity

- Divide the class into two teams.
- Write adjectives (including the adjectives in activity 2) on the board for children from each team in turn.
- Tell the children to say a place, person or thing that could be described by the adjective on the board, e.g. *brave – firefighter, expensive – necklace, excellent – film.*
- Award one point for each feasible answer.

3 Do the speaking activity. TB page 133

- Point to the picture of Holly and Harry and read out the example exchange.
- Hand out copies of the speaking activity (one copy cut in half for each pair of children).
- Explain to the class that they need to ask and answer questions with their partner to find the information about David / Betty.
- Act out a few example exchanges with children around the class, then allow the children time to ask and answer questions in pairs to complete the activity.
- Check answers by asking children to ask and answer questions in front of the class or to tell the class about David's / Betty's day out.

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Unit 5 Lesson 5 SB page 44

Words

Topics
Vocabulary and spelling focus

Functions
Writing and spelling words; Finding words from definitions; Matching word halves

Vocabulary
See the wordlist on pages 114–115 of the Student's Book

Flyers practice
Vocabulary and spelling practice; Reading & Writing Part 1

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the headings *Places*, *Food*, *Feelings* and *School subjects* on the board.
- Say words for each heading to children from each team in turn. The children come to the board and write the words under the correct headings. Award one point for each correctly placed and spelt word.
- Alternatively, you can invite children from each team in turn to think of their own words to write under one of the headings on the board.

Lead-in

- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

1 Make the word wall! Read the sentences and write the answers in the puzzle.

- Ask children to read out the definitions. Explain that the numbers in brackets show how many letters there are in each word.
- Show the class how the example word has been written in the fifth line of the puzzle. Explain that each of the words should be written across the puzzle, and that children can look at the letters in the grid, count the squares for each word and look at the numbers in brackets to help them find the correct words and position.
- Allow the children time to complete the puzzle in their books. Move around the classroom as the children work and help if necessary.
- Call out some of the clues and encourage children to respond with the correct answer.

ANSWERS

afternoon, bracelet, cartoon, cereal, ocean, wild, gym, key, seat, stage, olives, shampoo, surprise, geography

Optional activity

- Divide the class into two teams.
- Ask children from each team in turn to choose a word from the unit. The children should say a definition for the word and say how many letters it has got.
- Children from the other team try to guess the word.
- If the children on the other team guess correctly, they win a point. If they don't guess correctly, the first team wins a point.

2 Join the word halves to find words for things you find in a house.

- Show the class the word halves and explain that each pair of halves makes a word for a thing in the house.
- Allow the children to join the word halves by drawing lines in their books.
- Move around the classroom as the children work and help if necessary.
- Invite children around the class to say and spell the completed words.

ANSWERS

1 window 2 cooker 3 shower 4 stamps 5 mirror 6 fridge 7 camera

Optional activity

- Write some more jumbled word halves on the board. Use words from this unit (*cinema, museum, actors, clowns, dinner, cartoon, dinosaur, theatre*, etc).
- Invite children to come to the board in turn and circle word halves to make a word.
- You can play this as a game in two teams if you like, awarding one point for each correctly matched word.

Unit 5 Lesson 6 SB page 45

Extended reading: Holly's diary

Topics
A diary entry

Functions
Completing a gapped text with missing words; identifying missing words in a cloze text with picture clues

Grammar
Revision of structures presented so far

Vocabulary
See the wordlist on pages 114–115 of the Student's Book

Flyers practice
Reading & Writing Parts 3, 4 & 6

Warmer

- Ask the class to think about what they have learnt in this unit.
- Ask children around the class to say what words they have learnt, what Holly, Harry, Mum and Emma are going to do tomorrow and what William is going to do tomorrow.

Lead-in

- Ask the children to suggest activities for a special day out. Write their suggestions on the board.
- Ask children around the class to imagine they are going to have a special day out and to tell you their plans for their special day.

1 Read Holly's diary. Write the missing words.

- Show the class the gaps in the text and explain that they need to choose the best word from the box to complete each gap. They will need to use all of the words.
- Explain that the children should read the information around each gap to help them find the correct words.
- Remind the class to think about what kind of word fits each gap, and to think about the meaning of the sentence and what tense the sentence is in.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out sentences from the completed text.

ANSWERS

1 excited 2 extinct 3 interesting 4 bored
5 empty 6 excellent 7 expensive 8 high
9 brave 10 late

2 Take it in turns to read a sentence from Holly's diary. Say the words for the pictures.

- Show the class the pictures in the text and explain that each picture represents another missing word.
- The children should take turns to read sentences from Holly's diary. When they come to a picture, they should say the correct word to complete the sentence.

ANSWERS

museum, dinosaurs, pyramids, desert, cartoon, seats, circus, restaurant, circus, swing, midnight

Optional activity

- Tell the children to look at the diary entry for one minute, then cover the text and talk about Holly's day from memory.
- Ask children to say a couple of sentences each, then move on to the next child so that everyone gets a turn to talk a little bit about Holly's day.

Optional activity

- Ask the children to write five questions about Holly's diary entry, e.g. *Where did Holly go first? What did they see? How did they feel?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the diary entry and answer, or try to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

Optional activity

- Ask the children to think about an exciting day which they had recently (or to imagine an exciting day in the past) and to tell the class about it.
- The children can write a short diary entry about their exciting day using the diary entry in activity 1 as a model.

Flyers practice test SB pages 46 & 47

Listening, Part 5

Lead-in

- Revise the words for colours by asking the children to take out their coloured pencils. Say *Show me (blue).* The children hold up the correct colours.

FLYERS TIP In Flyers Listening Part 5, remind learners to listen to the instructions carefully, as they may need to do more than one thing for each part of the recording, e.g. colour AND write.

Listen and colour and write. There is one example. 19

- Ask children to look at the picture and say what people and things they can see.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, find the correct items in the picture, then colour items or write a word.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask *What colour is the (dress of the girl who's lying down)?*

ANSWERS

1 The boy's guitar is yellow.
2 The word 'quiet' is written in the space above the man wearing glasses.
3 The goat on the right is purple.
4 The word 'exit' is written in the space above the door.
5 The butterfly next to the bird is red.

Transcript 19

Presenter Listen and look at the picture. There is one example.
Woman That's a really nice picture, Frank!
Boy Yes, I went to the theatre yesterday. It was amazing! I saw a famous actor on the stage there. She acted so well! And I've drawn this picture. Do you like it?
Woman Yes, but are you going to colour it?
Boy OK then. What shall I colour?
Woman Well, there's a girl who's lying down listening to the music. Can you colour her dress?
Boy OK … shall I do it orange?
Woman Yes, that's a good colour.
Presenter Can you see the orange dress? This is an example. Now you listen and colour and write.

1 **Boy** The actors are singing a song about their favourite things.
Woman And the woman's playing the tune. Do you want to colour her guitar?
Boy Well, there's a boy next to her. He's playing one too. Can I colour that one?
Woman Yes, OK. Colour it yellow.
Boy OK, great!

2 **Woman** Now I'd like you to write something – do you think you can do that?
Boy No problem!
Woman Well, can you see the man who's wearing glasses?
Boy Er… yes.
Woman Well, there's a space for writing something – just above his head.
Boy Oh yes. What shall I write there?
Woman Write the word 'quiet'.
Boy OK, I'm doing that as quickly as I can!
Woman OK, but write carefully Frank, so I can read it!

3 **Boy** So, what else shall I colour?
Woman Well, there are some hills over there …
Boy Yes, and there are two goats in the picture … can I colour them?
Woman Well, colour the one on the right.
Boy OK … can I colour it purple?
Woman That's a strange colour for an animal! But OK then!
Boy There – I've done that. It looks really lovely now! Can I do the other one please?
Woman Not just now Frank.

4 **Boy** So what can I do next?
Woman Can you write something else now, please?
Boy Oh, OK then.
Woman Can you see above the door … there's a space to write something?
Boy Yes, shall I write 'entrance' there?
Woman No… , write the word 'exit' instead. Shall I help you?
Boy It's OK. I can do it by myself.
Woman That's very good, Frank!

5 **Woman** Now then … one more thing. Can you see the butterflies?
Boy Yes, there's one next to the bird. Can you see that one?
Woman Yes … colour that one red.
Boy That's a good idea. I like that colour.
Woman So do I.
Boy There … it's done!
Woman That's really excellent, Frank! You should be really pleased with that picture!

Optional activity

- Play a memory game. Tell the children to look at the picture in the Listening Test for one minute.
- The children close their books. Ask questions about the picture, such as *What colour is the goat on the right? / How many butterflies are there? Where are the goats?* and invite a child to answer from memory.
- Repeat with other children around the class. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 7

Lead-in

- Ask children to tell you what happened in one of the stories from the Student's Book units so far.
- Encourage the use of connectives *then* and *next* to make the recount more interesting.

FLYERS TIP Teach learners to look carefully at where each person or thing is in the pictures in Part 7 of the Flyers Reading & Writing Test and make sure they are writing about the correct people or things.

Look at the three pictures. Write about this story. Write 20 or more words.

- Tell the children to look at the pictures and ask them to say what's happening in each one. Encourage children to look at the words at the bottom of the page to help them. *(Please note, the additional words are included here to help with vocabulary, but there won't be additional words in the real test.)*
- Tell children to write about the story on the lines provided.
- Check answers by asking individual children around the class to share their stories.

ANSWERS

Student's own answers.

Example answer: *Two boys are skateboarding down a hill. One boy falls into a hole. The rabbit is surprised and jumps out of the hole. The boy's friend and the rabbit laugh.*

Optional activity

- Ask the children to write five questions about the pictures in the Reading and Writing Test, e.g. *What colour is the first boy's helmet? Where is the rabbit in the first picture? Why is the boy unhappy at the end?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer.
- Award one point for each correct answer. The team with the most points wins.

6 Dream jobs

Lesson 1 SB page 48

Words

Topics
Jobs

Functions
Matching words to pictures; Copying words; Talking about jobs

Grammar
Present simple; *I'd like / I wouldn't like; like / love / hate* + gerunds

Vocabulary
See the wordlist on page 115 of the Student's Book

Flyers practice
Vocabulary revision; Speaking Part 4

Warmer

- Play a game to warm the class up and revise words for entertainment
- Divide the class into two teams. Address children from each team in turn. Say *Tell me something you see / do at the cinema / museum / theatre / circus / zoo.*
- Encourage children to respond with full sentences, e.g. *You can see cages at the zoo.*
- Award one point for each correct sentence.

Lead-in

- Tell the children that they are going to think about jobs in this lesson. Ask children around the class what words for jobs they can remember. Write their answers on the board.
- Ask children around the class to say what jobs their parents do.

1 Write the words under the pictures.

- Ask children to look at the pictures and say which jobs they can see.
- Ask children around the class to read out the words in the box.
- Tell the children to copy the words from the box and write them under the correct pictures. Tell them to write one letter in each square and to check that they have spelt each word correctly once they have copied it.
- Allow the children time to complete the activity, then check answers by encouraging children around the class to point to the pictures, then say and spell the words.

ANSWERS
1 artist 2 mechanic 3 designer 4 engineer
5 dentist 6 journalist 7 singer 8 manager
9 photographer 10 tennis player 11 police officer
12 teacher

Optional activity

- Play a memory game. Tell the children to look at the pictures and words in activity 1 for one minute, then close their books.
- Divide the class into two teams. Ask questions to children from each team in turn. Say *What's number (3)?* The children should try to remember and say the correct job.
- Alternatively, you can invite children from each team in turn to ask questions to the other team.
- Award one point for each correct answer. If children can't answer, or if they answer incorrectly, the question can pass to the other team for a bonus point.

2 Which job would you like to do? Which job wouldn't you like to do? Why? Talk to a friend about it.

- Point to the picture of Holly and Harry and ask children to read out the speech bubbles.
- Tell the children to think about themselves and work with a partner to talk about the jobs they'd like to do, and the jobs they wouldn't like to do.
- Tell the children to give reasons for wanting or not wanting to do each job. Remind the class that we use *-ing* forms with *like / love / hate*, e.g. *I like / love / hate wearing a uniform / getting up early / using a computer.*
- Move around the class as the children talk in pairs and monitor their performance.
- Invite some children to tell the class what jobs they'd like to do and what jobs wouldn't like to do.

Optional activity

- Ask questions to children around the class. Say *Would you like to be a (dentist)?*
- Encourage the children to answer and give a reason for their answer, e.g. *No, I wouldn't, because I don't like looking at people's teeth.*

Unit 6 Lesson 2 SB page 49

Words & speaking

Topics
Jobs; Places of work

Functions
Matching words to pictures; Looking up words in a dictionary; Asking and answering about where people work; Completing a speaking activity

Grammar
Present simple; Questions with *Where*

Vocabulary
See the wordlist on page 115 of the Student's Book

Flyers practice
Vocabulary practice; Speaking Part 2

Equipment
Dictionaries; Speaking activity photocopiable 134

Warmer

- Play a game of *Bingo* to revise the words for jobs from Lesson 1.
- Tell the children to write eight jobs in their notebooks.
- Call out the words for the jobs, making a note of the words you have called out.
- If a child has the word you call out in their notebooks, they should cross out that word. The first child to cross out all their words is the winner.

Lead-in

- Ask the children to remember as many places in a town (places where people work) as possible. Write their answers on the board.
- Ask children around the class to say which of the places on the board they would or wouldn't like to work in and why. Remind them to use *like / love / don't like / hate + -ing* forms to give their reasons.

1 Draw lines to match the words with the pictures.

- Tell the children to look at the pictures. Ask the children which places they know the words for.
- Ask children to read out the words around the pictures.
- Tell the children to draw lines in their books to match the words to the pictures.
- When the children have finished matching the words to the pictures, point to each picture and ask *What's this?* for children around the class to answer.

ANSWERS

a airport b restaurant c fire station d circus
e theatre f office g kitchen h police station
i hospital j classroom

FLYERS TIP In Part 2 of the Flyers Speaking Test, learners will need to ask for information about people, objects or situations. Make sure learners are confident about asking about people, places and things.

2 Look in your dictionary for these jobs. Ask and answer.

- Ask children to read out the words in the box. Ask children around the class to say which jobs they know the meaning of and which jobs they don't know the meaning of.
- Tell the children to look up the words in their dictionaries and make a note of where each person works.
- Point to the picture of Holly and Harry and ask children to read out the speech bubbles.
- Tell the children to work in pairs and ask and answer questions about where the people work.
- Move around the class as the children ask and answer and monitor their performance.
- Invite some pairs to ask and answer questions in front of the class.

ANSWERS

A pilot works at an airport.
A waiter works at a restaurant.
A doctor works at a hospital.
A fire fighter works at a fire station.
A clown works in a circus.
An actor works in a theatre.
A police officer works in a police station.
A cook works in a kitchen.
A teacher works in a classroom.
A manager works in an office.

Optional activity

- Divide the class into two teams. Ask questions to children from each team in turn, e.g. *Where does (an actor) work?*
- Award one point for each correct answer. The team with the most points wins.

3 Do the speaking activity. TB page 134

- Point to the picture of Holly and Harry and ask children to read out the example exchange.
- Hand out copies of the speaking activity (one copy cut up for each group of children).
- Explain to the children that they are going to play a game in groups. They should place the cards in a pile face down on the desk, then take turns to pick up a card and describe the job on it to the rest of the group. The first child to name the job correctly can keep the card. The children should take turns around the table in clockwise order. If nobody can guess the job, the card should be replaced at the bottom of the pile. The child with the most cards at the end of the game is the winner.
- Act out a few examples by describing jobs to the class and encouraging children to call out the jobs. Then allow the children time to play the game in their groups. Move around the classroom as the children play the game. Help if necessary and monitor their performance.

Unit 6 Lesson 3 SB page 50

Story

Topics
Jobs; Dreams; Describing people

Functions
Understanding and acting out a story; Matching adjectives to people; Describing people

Grammar
I'd like… ; could (for possibility); Present simple; Present continuous; *have got*

Vocabulary
See the wordlist on page 115 of the Student's Book

Flyers practice
Reading & Writing (all parts); Speaking (all parts)

Equipment
20

Warmer

- Divide the class into two teams. Ask questions to children from each team in turn, e.g. *Who works in (a theatre)?*
- Award one point for each correct answer. The team with the most points wins.

Lead-in

- Tell the class that in the story in this lesson, Harry is thinking about his dream job. Ask the children if they know what 'dream job' means (*the perfect job for you – a job you dream of doing*).
- Ask children around the class to tell you what their dream job is and why they want to do it. Write their suggestions on the board.
- Ask children to suggest adjectives for each of the jobs on the board, e.g. *fire fighter – brave, strong; teacher – kind, clever.*

1 Listen and read. Then act. 20

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where is Harry? What is he doing? How does he feel?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Ask children to say what jobs they can see in the story.
- Divide the class into pairs and allow the children time to practise acting out the story.
- Invite pairs of children to act out the story for the class.

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to read out a line from the story. Ask a child from Team B to say who said that line.
- The teams take turns to read out sentences and name the speakers. Award one point for each correct answer.

FLYERS TIP Being able to describe people will help learners in Part 4 of the Flyers Speaking Test, when learners will need to be able to talk about themselves and people they know. Make sure the children are confident about using adjectives to describe appearances and personalities.

2 Write the words under the pictures.

- Ask children to look at the pictures and say what they can see and what the people are doing.
- Ask children to read out the adjectives in the box.
- Tell the children to write the correct word under each picture. They can use their dictionaries to find the meanings of the adjectives if necessary.
- Move around the classroom as the children complete the activity and help if necessary.
- Invite children around the class to use the adjectives to make sentences about the people in each picture, e.g. *These people are very rich. They've got a fast car and they've got lots of money.*

ANSWERS
1 rich 2 brave 3 poor 4 lazy

Optional activity

- Ask the children to think of some more adjectives which we can use to describe people. Write their suggestions on the board.
- Ask children around the class to use one of the adjectives on the board to make a sentence about a person – it could be someone they know, or a group of people in general, such as fire fighters / footballers / teachers, etc.

Unit 6 Lesson 4 SB page 51

Writing & listening

Topics
Jobs

Functions
Completing a gapped text; Matching words to pictures; Listening and matching people to their jobs

Grammar
Revision of all structures learnt so far

Vocabulary
See the wordlist on page 115 of the Student's Book

Flyers practice
Reading & Writing Parts 2, 3, 4 & 6; Listening Parts 3 & 4

Equipment
21

Warmer

- Play a game to warm the class up and revise jobs and places of work.
- Divide the class into two teams. Describe a job to a child from Team A, but don't say the actual word. For example, you could say *I work in a kitchen in a big restaurant. I make food for lots of people every day. What's my job?*
- If the child guesses the correct job (*cook*), award them one point. If the child doesn't guess the correct job, you can pass the turn to the other team for a bonus point.
- Repeat, describing different jobs to each team in turn.

Lead-in

- Ask children around the class to tell you what jobs their parents do, where their parents work and what their parents do when they are at work.

FLYERS TIP In Parts 2, 3, 4 & 6 of the Flyers Reading and Writing Test, recognizing first or third person forms of verbs can help learners to choose the correct options. Make sure children are able to identify different forms of verbs in sentences or texts.

1 The children are talking together about the jobs their parents do. Put the words next to the pictures and write verbs in the spaces.

- Tell the children to look at the words in each box. Ask children to say what parts of speech the words in each box are (*Box 1 – nouns / Box 2 – verbs*).
- Point to the picture of the grammar character and read out the speech bubble. Remind the class that we usually form the third person form of verbs in the present simple by adding *-s* to the end of the verb.
- Show the class that some of the gaps in the text (the gaps with no pictures next to them) are for the verbs in the second box, and some of the gaps in the text (the gaps next to the pictures) are for the nouns in the first box.
- Tell the children to write the nouns from the first box in the gaps next to the pictures in the text first, then write the verbs from the second box in the remaining gaps.
- Check answers by asking children around the class to read out sentences from the completed text.

ANSWERS
1 journalist 2 works 3 office 4 writes 5 newspaper 6 night 7 businesswoman 8 meetings 9 travels

2 Listen to the children and write the jobs under the people. 21

- Ask children to read out the words in the box. Check that the children understand the meaning of each job.
- Point to the pictures and explain that the people in the pictures are the children's parents.
- Explain that the children won't hear the actual jobs, but they will hear clues about each job.
- Play the recording for the children to listen and write the jobs from the box under the correct people.
- Ask children around the class to say what each person's job is. Ask *What's (Holly and Harry's dad's) job?* Encourage the children to respond with *(He's) (a journalist)*.

ANSWERS
Holly and Harry's dad – businessman;
George's mum – photographer; George's dad – dentist;
Helen's mum – nurse; Helen's dad – engineer;
David's mum – artist; David's dad – farmer

Transcript 21

David So, what does your dad do, Holly?
Holly Guess! He goes to town every day and he works in an office. He's got a big desk with a computer on it.
Holly What does your dad do, David?
David My dad works with animals and he spends all day outside in the fields near our house.
Holly That sounds like a lovely job!
Holly And what about your mum?
David She goes to the castle and all the different places in and near our town … and she paints pictures of everything she sees. She's got a shop in town and sometimes people buy the pictures she paints.
George She's very clever to do that! My mum's got a job a bit like that!
Holly What does she do, George?
George: Well, she goes to see what's happening in the town and then she takes pictures of everything. And sometimes her photos are in the newspaper.
Holly Wow! What about your dad, George?
George Oh … he's got a horrible job. He spends all day looking into people's mouths and he looks after their teeth!
Holly Oh … I think that's an interesting job, actually. What does your mum do, Helen?
Helen She works at the hospital in town and she looks after the people there. She's very kind to them. But she has to wear a uniform and I wouldn't want to do that!
George And what does your dad do, Helen?
Helen Oh he works outside and he builds roads and big bridges over rivers.
Harry Wow! That sounds like a wonderful job. Perhaps I won't be a teacher after all!

Unit 6 Lesson 5 SB page 52

Words

Topics
Vocabulary and spelling focus

Functions
Completing a word puzzle, Matching word halves

Vocabulary
See the wordlist on page 115 of the Student's Book

Flyers practice
Vocabulary practice

Warmer

- Divide the class into two teams.
- Say true or false sentences about jobs to children from each team in turn, e.g. *A fire fighter works in a police station. / A teacher works in a classroom.* The children answer *Yes* if the sentence is true or *No* if the sentence is false
- Ask the children to correct the false sentences. Award one point for each correct answer.

Lead-in

- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

1 Write the words in the puzzle to find the name of the job in the picture.

- Point to each of the pictures and ask the children to say and spell the words.
- Show the class how the example word has been written in the first line of the puzzle. Explain that each of the words should be written across the puzzle, then the name of the job in the picture will appear in the shaded boxes running diagonally down the puzzle.
- Allow the children time to complete the puzzle in their books. Move around the classroom as the children work and help if necessary.
- Call out a number of a picture. Encourage children to say, then spell the word.

ANSWERS

1 ambulance 2 scissors 3 letter 4 pyramid
5 cartoon 6 spoon 7 bandage 8 museum
9 airport
The name of the job in the picture is: astronaut

Optional activity

- Divide the class into two teams.
- Ask children from each team in turn to come to the board and start writing a word from the unit on the board for their team. The other children in the team should try to guess the word as quickly as possible, then spell the word.
- If the rest of the team guess the word before it is completed and spell it correctly, they win two points. If they guess the word but spell it incorrectly, you can ask the other team to spell the word for a bonus point.

2 Join the word halves to find the places where people work.

- Show the class the word halves and explain that each pair of halves makes a word for a place where people work.
- Tell the children to join the word halves by drawing lines in their books.
- Move around the classroom as the children work and help if necessary.
- Invite children around the class to say and spell the completed words.

ANSWERS

1 school 2 hotel 3 factory 4 office 5 circus
6 restaurant 7 theatre 8 hospital

Optional activity

- Write some more jumbled word halves on the board. Use words from this unit, e.g. *teacher, dentist, artist, painter, doctor, fire fighter.*
- Invite children to come to the board in turn and circle word halves to make a word.
- You can play this as a game in two teams if you like, awarding one point for each correctly matched word.

Flyers practice test SB pages 53, 54 & 55

Listening, Part 3

Lead-in

- Ask children around the class to say talk about their parents' jobs. Ask *What's your dad's / mum's job? Where does he / she work? What does he / she do at work?*

FLYERS TIP In Part 3 of the Flyers Listening Test, teach learners that for each question, the pictures on the left will be mentioned first, then the pictures on the right, and that they could be mentioned in any order.

Where do Betty and her family work? Listen and write a letter in each box. There is one example. 22

- Ask children to look at the pictures. Ask them to say who they can see in the pictures on the left and what places they can see in the pictures on the right.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct place for each person, then write the correct letter for each place in the box next to each name, as in the example.
- Play the recording twice for the children to complete the test
- Check the answers as a class. Ask *Where does (Betty's father) work?* and invite the children to answer.

ANSWERS

Betty – C, Betty's mother – A, Cousin Robert – F, Uncle Richard – E, Betty's father – H, Aunt Susan – B

Transcript 22

Man So Betty … do you work in town?
Girl Yes, I do. I'm a student but I've got a job this summer and I like it! I work at the post office in town. It's not far from the bank. Do you know where I mean? Well, anyway, it's a good job – I have to walk a lot and take all the letters to people's houses … and I get up very early in the morning but I don't mind that really, because the money's good!
Presenter Can you see the letter C? This is an example. Now you listen and write a letter in each box.
Man And what does your dad do?
Girl Oh, well, he's got an exciting job. He's a pilot so he's often at the airport. But then he flies to other countries so he's away a lot. Mum's sometimes unhappy when he goes away for a long time.
Man And what does your mum do?
Girl Oh, well, she's very busy too. She's a nurse at the hospital in town. She looks after people who are ill. She has to work very hard, you know. And sometimes she works late at night.
Man And who's that man, there?
Girl That's Mum's brother. He's my uncle Richard. He's got a very interesting job. He works at the fire station. And his job can be dangerous. There was a big fire at the castle last year, you know, and he went there to help. He likes his job, because he can help other people.
Man Now who's that woman there?
Girl Oh, that's my Aunt Susan. She's Dad's sister. She's very friendly. I like her. She's an actor and she really is very famous! Sometimes Mum and Dad take me to London to see her. She works on the stage at a theatre there. It's really exciting, going to London!
Man And that boy there. Is he your brother?
Girl You mean Robert? No, he's my cousin, my uncle Richard's son. He's going to go to university next year. He wants to be an engineer. But this year he's working in a factory. They make biscuits there and sometimes he brings some for us to try. They're really lovely! Anyway, that's my family! What about your family, then?

Optional activity

- Ask the children questions about the Listening Test, e.g. *Does Betty work at the hospital? Where does Richard work?*
- Invite children around the class to look at their books and answer with full sentences.
- Alternatively, you could play a memory game in two teams, asking questions for children from each team in turn to answer with their books closed and awarding one point for each correct answer.

Reading & Writing, Part 4

Lead-in

- Point to the picture and the title. Ask children around the class to say what they know about police officers. Ask questions to children around the class, e.g. *Where do police officers work? What do they wear? What do they do?*

> **FLYERS TIP** In Part 4 of the Flyers Reading and Writing Test, remind learners to think about what kind of word (noun, verb, adverb, adjective, preposition, etc) fits each gap.

Read the text. Choose the right words and write them on the lines.

- Ask the children to look at the picture. Explain that they are going to read a text about police officers. Remind the children to read the whole text before they start trying to fill in the gaps.
- Ask the children to read the example sentence and all of the possible answers. Ask them to think about why *because* is the best answer.
- Ask the children to read the rest of the text and choose the best answers. Explain to the children that they must copy the words onto the lines, and that they must spell the words correctly. Tell the children to copy the words exactly and not add anything extra. Remind them to read all of the possible answers, even if they think they have found the right one before they have looked at them all.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 see 2 sometimes 3 their 4 during
5 everywhere 6 what 7 to 8 must 9 are
10 before

> **Optional activity**
>
> - Ask the children to write a short paragraph about a job they would like to do. Tell them to think about where they would work, what they would wear and what they would do.
> - The children can write their paragraphs in their notebooks, then read them out to the class.

7 At the castle

Lesson 1 SB page 56

Words

Topics
Things at a castle

Functions
Matching words to pictures; Talking about things at a castle

Grammar
Present simple

Vocabulary
See the wordlist on pages 115–116 of the Student's Book

Flyers practice
Vocabulary practice; Speaking practice

Warmer

- Play a game to warm the class up and revise jobs.
- Divide the class into two teams.
- Tell a child from Team A to choose a job without telling the other team what it is. Children from the other team take turns to ask questions and try to guess the job, e.g. *Do you work in a hospital? Do you wear a uniform? Do you work at night?* The child from Team A can only answer *Yes* or *No*.
- Repeat with children from each team in turn and award one point for each correct guess. If you like, you can give teams a limit of five questions to ask before they make their final guess.

FLYERS TIP! Help learners to remember vocabulary and connect vocabulary to topics by thinking of ideas with the class. Ask children to think of as many words as possible connected to a certain topic. Then ask them to use the words to talk about the topic.

Lead-in

- Tell the children that they are going to think about a castle in this lesson. Ask children to suggest things that you might find / see / do at a castle. Write their suggestions on the board.
- Ask the children if they have ever visited a castle and if so, what they saw and did there.
- Leave the words on the board for the second optional activity in this lesson.

1 Draw lines from the words to the things in the pictures.

- Point to the picture of Holly and Harry. Ask a child to read out the speech bubbles
- Ask children to look at the picture and say what they can see.
- Then focus on the words around the picture. Ask children to read them out and point to the correct items in the picture. Tell the children to draw lines to match the words to the things in the picture.
- Allow the children time to complete the activity in their books, then check answers by pointing to items in the picture and asking the children to say the correct words.

Optional activity

- Slowly write the letters for one of the words in activity 1 on the board, pausing after each letter. The children try to guess the word before you have written the whole word.
- When a child guesses the word correctly, they should spell the rest of the word for you to complete it on the board, then find the item in the picture in activity 1.
- You can play this as a game in two teams if you like.

2 Ask and answer.

- Point to the picture of Holly and Harry. Ask children to read out the speech bubbles.
- Tell the children that Holly and Harry are asking and answering about the map in activity 1. Explain that the children should look at the map in activity 1 and ask and answer questions, as in the example.
- Move around the class as the children ask and answer in pairs. Monitor their performance.
- Invite some pairs of children to ask and answer questions in front of the class.

Optional activity

- Tell the children to look at the words in activity 1 and the words on the board.
- Ask the children to say which words on the board are not in the picture in activity 1.
- Ask the children to suggest where in the picture they might find the extra words on the board.

Unit 7 Lesson 2 · SB page 57

Listening

Topics
A school trip

Functions
Listening for detail; Listening and completing a set of notes

Grammar
will and *going to*

Vocabulary
See the wordlist on pages 115–116 of the Student's Book

Flyers practice
Listening Part 2

Equipment
CD 23

Warmer

- Play a game of *Hangman* to warm the class up and revise the words from Lesson 1 (see TB page 19).

Lead-in

- Point to the grammar character and read out the speech bubble.
- Ask children around the class questions about their future plans, e.g. *Where are you going to go on holiday this year? What will you do there? Where will you stay? What are you going to take with you?*
- Encourage children to respond using full sentences with *will* or *going to*.

FLYERS TIP In Part 2 of the Flyers Listening Test, teach learners to listen very carefully, because they may hear some misleading information as well as the correct information for each gap.

1 The teacher is talking to the children in class about the school trip to the castle. Listen and write the missing information. CD 23

- Ask children to look at the notes. Explain that this is information about the school trip to the castle. The children need to listen to the teacher and complete the notes with the missing information.
- Play the first part of the recording for the children to listen and look at the example.
- Play the rest of the recording, twice if necessary, for the children to listen and write the missing information in the spaces.
- Ask children around the class to use their answers to make sentences about the school trip.
- As an extension , tell the children to look at the information and ask and answer questions about the school trip in pairs.

ANSWERS

1 Wednesday 2 12th 3 Harlow 4 7:30
5 two and a half 6 rooms 7 1:30 8 drinks
9 wild 10 butterflies 11 7:45 12 coat
13 umbrella 14 snacks

Transcript CD 23

Teacher Good afternoon everyone. Could you all listen very carefully because I'm going to give you some important information about our trip tomorrow. So … we're going to leave on Wednesday morning, the 12th of June. As you already know, I'm sure, this is going to be a very interesting trip to a famous castle, which is called Harlow Castle. You spell that H-A-R-L-O-W. Could you write that down on your information page, please? Now, we're going to leave school very early – at 7.30 a.m. – and please don't be late because we've got a long journey to the castle. It'll take us two and a half hours to get there.

Now, when we get to the castle, a very friendly man will give us a tour of the castle building – that will be at 11 a.m. So, first we're going to visit the rooms inside the castle. They're very old and interesting and will give you an idea of the history of this great building. There's also a small museum near the castle – so we'll visit that next.

Then I'm sure you'll all be hungry, so we'll have lunch at 1.30 p.m. Now we won't have long for lunch – just half an hour – because we've got lots to do in the afternoon. So we're just going to eat our sandwiches outside – please remember to bring some with you. You can go to the castle restaurant to get drinks.

Then, after lunch, at two o'clock in the afternoon, we're going to walk round the river and castle gardens. They're really lovely. There are wild animals in the gardens, so please look out for them and tick any wild animals you see on your information page. There are also some very interesting insects, for example, unusual butterflies and spiders. If you see any, please draw pictures of the insects and colour them. Oh yes … you must stay in groups when you visit the gardens and everyone must be back on the bus at 5.30, please. We really want to leave as quickly as we can so that we get to school again at 7.45 in the evening. Please ask your parents to be there to pick you up then.

Now, just a few words about what to bring with you tomorrow. I've talked about sandwiches, and it's always good to have a camera – but not an expensive one – and don't lose it. Then, of course, don't forget your coat because it might be cold. And … oh yes … remember an umbrella because it could rain tomorrow I'm afraid.

You can bring some money for things like postcards. They aren't very expensive. And in the castle gardens you can also buy ice creams and snacks.

Well, get to bed early tonight and I'll see you all in the morning!

Unit 7 Lesson 3 SB page 58

Conversation

Topics
A school trip

Functions
Understanding and acting out a dialogue; Asking and answering about future plans; Completing a speaking activity

Grammar
will and *going to*

Vocabulary
See the wordlist on pages 115–116 of the Student's Book

Flyers practice
Reading and Speaking practice

Equipment
24, Speaking activity photocopiable 135

Warmer
- Divide the class into two teams. Write *Team A* on one side of the board and *Team B* on the other side of the board.
- Ask children from each team in turn to say a word connected to visiting a castle. Write the words they say under the name of their team.
- Award one point for each word. If a child can't think of a word, the other team can have a turn for a bonus point.

Lead-in
- Ask children to look at the information about the school trip in Lesson 2.
- Ask questions to children around the class, e.g. *What time are they going to leave school? How long will it take to get to the castle? What are they going to do first?*
- Encourage the children to respond with full sentences.
- You can play this as a game in two teams if you like, awarding one point for each correct answer.

1 Listen, read and act. 24 Mr Brown is talking to Holly and Harry about their trip.
- Ask children to look at the conversation. Ask *Who is talking? What are they talking about?*
- Play the recording for the children to listen and follow the conversation in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into groups of three to practise acting out the conversation.
- Invite groups of children to act out the conversation in front of the class.

Optional activity
- Play a memory game. Tell the class to look at the dialogue for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

FLYERS TIP In Part 2 of the Flyers Speaking Test, learners will need to ask for information. Make sure the children are confident about asking a variety of question types to prepare them for this part of the test.

2 You are going to visit the castle tomorrow, but you can only visit three places. Look at the list and tick (✓). Ask and answer.
- Point to the pictures of the places and ask the children to say which place each picture shows.
- Point to the picture of the grammar characters and ask children to read out the speech bubbles.
- Tell the children to tick the three places they are going to visit (without showing their partner), then ask and answer questions in pairs, as in the example dialogue.
- Move around the classroom as the children ask and answer in pairs. Monitor their performance.
- Invite pairs of children to ask and answer questions in front of the class.

3 Do the speaking activity. TB page 135
- Point to the picture of Harry and Holly and read out the example exchange.
- Hand out copies of the speaking activity (one copy cut in half for each pair of children).
- Explain to the class that they need to ask and answer questions with their partner to find out where each of the listed places are on the map.
- Act out a few example exchanges with children around the class, then allow the children to carry out the activity in pairs. Move around the classroom as the children work. Monitor their performance and help if necessary.
- Invite some pairs of children to ask and answer questions in front of the class.

Unit 7 Lesson 4 SB page 59

Reading & writing

Topics
A school trip

Functions
Completing a gapped dialogue; Matching sentence halves; Completing gapped sentences

Grammar
going to; Past simple

Vocabulary
See the wordlist on pages 115–116 of the Student's Book

Flyers practice
Reading & Writing Parts 4, 5, 6 & 7

Warmer

- Write the headings *Places, Activities, Things to take, Things to buy* on the board. Tell the class to think about school trips and suggest words for each heading. Ask questions to prompt ideas, e.g. *Where can you go on a school trip? What can you do at (the zoo / a castle / the beach)? What could you take with you on a trip to (the zoo)? What can you buy at (the zoo / a castle / the beach)?*
- Write the children's ideas on the board.

Lead-in

- Ask children around the class if they have ever been on a school trip.
- Ask the children to talk about their trips, saying where they went, what they did there, what they took with them and what they bought.

1 It's Wednesday evening and Mrs Brown is talking to Holly and Harry. Read their conversation and write the missing words.

- Ask children to look at the gapped conversation. Explain that the words in the box are missing from the conversation. The children need to read the conversation and choose the best word to complete each gap.
- Ask children to read out the first exchange with the example, then allow the children time to complete the conversation in their books.
- Move around the class as the children work and help if necessary.
- Invite children to read out lines from the completed conversation.

ANSWERS
1 did 2 spent 3 do 4 saw 5 walked 6 send

- If you have time, you can divide the class into groups of three to practise acting out the conversation. You can invite groups of children to act out the conversation in front of the class.

Optional activity

- Play a memory game. Tell the class to look at the conversation for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to read out a sentence from the conversation. Ask a child from Team B to say who said that sentence.
- The teams take turns to read out sentences and name the speakers. Award one point for each correct answer.

2 Holly is writing about the journey to the castle and what she did when she arrived. Join the sentence halves and write the missing words.

- Show the children the sentence halves. Tell the children that these sentences were written by Holly about the school trip to the castle.
- Show the children the words in the bubbles and explain that they need to use the words in the first set of bubbles to complete the sentence halves on the left, and the words in the second set of bubbles to complete the sentence halves on the right.
- Allow the children time to match the sentence halves and complete the words in the box. Move around the class as the children work and help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS
1 early c left 2 high d had 3 over a arrived
4 cheap b bought

Optional activity

- Tell the children to imagine that they have been on a school trip. Tell them to write down where they went and then write five sentences about what they did there.
- Divide the class into pairs and tell the children to ask and answer questions about their school trip. Tell them to ask each other where they went and what they did there, e.g.
  A Where did you go on your school trip?
  B I went to the zoo.
  A Did you feed the penguins?
  B No, I didn't, but I fed an elephant.
  A Did you see the lions?
  B Yes, I did.
- Invite some pairs of children to ask and answer questions in front of the class.

Unit 7 Lesson 5 SB page 60

Words

Topics
Vocabulary and spelling focus

Functions
Finding words in a wordsearch from definitions; Following directions to complete a puzzle

Vocabulary
See the wordlist on pages 115–116 of the Student's Book

Flyers practice
Vocabulary and spelling practice; Reading & Writing Part 1

Warmer
- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the headings *Places, Food, Feelings, School subjects* and *Jobs* on the board.
- Say words for each heading to children from each team in turn. The children come to the board and write the words under the correct headings. Award one point for each correctly placed and spelt word.
- Alternatively, you can invite children from each team in turn to think of their own words to write under one of the headings on the board.

Lead-in
- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

1 Read the sentences and circle the words in the wordsearch puzzle.
- Ask children to read out the definitions. Explain that the word for each definition is hidden in the wordsearch.
- Show the class how the example word has been circled in the wordsearch. Explain that the children should read the definitions, think of the word, then find and circle the word in the wordsearch.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children to read out the definitions, show you the circled words in their books and say the correct words.

ANSWERS

1 swans 2 entrance 3 exit 4 postcards 5 insect 6 gate 7 bridge 8 steps 9 ring 10 swing 11 snack 12 queen 13 umbrella 14 map 15 flag 16 costumes

Optional activity
- Divide the class into two teams
- Ask children from each team in turn to choose a word from the unit. The children should say a definition for the word.
- Children from the other team try to guess the word.
- If the children on the other team guess correctly, they win a point. If they don't guess correctly, the first team wins a point.

2 Follow the instructions, draw lines and write the letters. Find a word which describes the trip to the castle.
- Ask the children to imagine they are in the grid and to point north (straight up), south (straight down), east (right) and west (left).
- Show the class the letters in the grid. Explain that they need to follow the instructions and circle the letters they land on as they move along the grid. These will spell a word once they have completed the task.
- Move around the classroom as the children work and help if necessary.
- Invite children around the class to say and spell the mystery word.

ANSWERS

The mystery word is 'excellent'.

Optional activity
- Clear a space in the classroom of any obstacles, and ask a child to stand up and close their eyes. Tell the rest of the class to take turns to give the child instructions like the ones in activity 2.
- The class should guide the child safely around the space by telling him/her which direction to move in and how many steps to take.
- When the class have directed the child safely back to his/her seat, you can choose another child to be guided around the space.

Unit 7 Lesson 6 SB page 61

Extended reading and listening: Holly's diary

Topics
A diary entry

Functions
Reading and matching items to rooms; Completing clocks with the correct times; Listening for detail

Grammar
Revision of structures presented so far

Vocabulary
See the wordlist on pages 115–116 of the Student's Book

Flyers practice
Listening Part 5; Reading and Writing practice

Equipment
25; Photocopiable worksheet 136

Warmer

- Ask the class to think about what they have learnt in this unit.
- Ask children around the class to say what words they have learnt and what Holly and Harry did on their school trip.

Lead-in

- Ask the children to say as many words and phrases connected to castles as they can remember. Write their suggestions on the board.
- Point to the words and phrases on the board and ask children around the class to say whether you can find each thing inside or outside a castle. Tell the children to say complete sentences, e.g. *You can find a gate outside a castle. / You can find a crown inside a castle.*

1 Read Holly's diary. Do the activity on the photocopiable worksheet. TB page 136

- Hand out copies of the photocopiable activity (one for each child).
- Explain that this is a worksheet from Holly's trip to the castle. They will complete the information on the worksheet by reading the diary entry, then listening to a conversation between Holly and her mum.
- Do the first item as an example. Ask children to read the first paragraph of the diary and draw the correct time on the clock.
- The next activity is to look at the items around the castle picture on the photocopiable worksheet, and draw lines to match them to each room in the castle, following the information in the diary.
- Move around the class as the children read the diary entry and complete the activity.
- Check answers by asking individual children where each item is, e.g. *Where are the paintings?*

ANSWERS
Time on clock: half past six
The paintings are in the hall.
The old bowls and bottles are in the kitchen.
The letters are in the library.
The combs are in the Queen's bedroom.
The desk is in the King's bedroom.
The rings, bracelets and necklaces are in the living room.
The mirror is in the bathroom.
The plates, knives and forks are in the hall.

2 Holly is talking to her mum about what she did in the castle gardens. Listen and do the photocopiable activity. 25 TB page 136

- Children continue to work on the photocopiable worksheet.
- Explain that in this activity they will listen and complete information about what animals Holly saw on her day out, and what time she got back to school.
- Ask the children to say what they can see in the pictures.
- Tell the children to take out their coloured pencils. Say *Show me (red)* and encourage the children to hold up the correct colours.
- Play the recording for the children to listen and colour the animals, and draw the correct time on the clock.
- Check answers by asking children around the class to describe the animals.

FLYERS TIP Remind the children that they are being marked on their understanding of the conversation, and not on their colouring. They don't need to spend a lot of time colouring neatly, as long as they get the correct colour in each place. You can also suggest that they can put a dot of the correct colour in each place the first time they listen, and complete it the second time they hear it, or at the end.

ANSWERS
Holly saw orange and black snakes, red and green parrots and brown bears.
Her favourite insects were a spider with a black and yellow body and red legs and a purple butterfly with orange and green spots.
Time on clock: half past eight

Transcript 25

Mrs Brown So you visited the museum, and then where did you have your lunch, Holly?
Holly Well, Katy and I decided to go to the playground. We ate our sandwiches there and played on the swings there.
Mrs Brown Well I hope you played on the swings after you ate your sandwiches, Holly!
Holly Of course we did, Mum!
Mrs Brown And what did you do after lunch?
Holly We visited the gardens. And, you know, there were some wild animals there! Some of them were in very big cages.
Mrs Brown Really? So what animals did you see?
Holly Well, Harry said he saw green lizards but I didn't. I saw orange and black snakes, and some big yellow and brown lions.
Mrs Brown Oh dear! Weren't you frightened?

Holly No, Mum, I wasn't! And next I saw some red and green parrots. One said 'Hello, who's a pretty girl?' I couldn't believe it!
Mrs Brown It spoke to you?
Holly Yes, it really did! And there were also some big brown bears there – Katy and I loved them! They looked so friendly … but really they're very dangerous.
Mrs Brown I know they are!
Holly Harry said he saw some monkeys and they were very funny, but I didn't see any. I was a bit unhappy about that because they're my favourite animals. And he saw some rabbits in the woods, but Katy and I didn't!
Mrs. Brown Never mind! You still saw lots of animals.
Holly Yes, we did! And we saw some insects in the insect house too!
Mrs: Brown Oh no! I hate insects!
Holly No Mum, some of them were really lovely. I saw a really big spider there. It had a black and yellow body and red legs! It was wonderful!
Mrs Brown Oh no, Holly. It sounds horrible!
Holly And my other favourite insect was a butterfly. It was purple with orange and green spots!
Mrs Brown Oh well, that doesn't sound too bad!
Holly It was lovely, Mum!
Mrs Brown I'm sure it was! But you both got back to school very late! Half past eight on a school night!
Holly I know. Some children couldn't find the way back to the bus, so we were late leaving the castle. But there was also a lot of traffic on the roads on the way home. That's why. But it was an excellent day, Mum!
Mrs Brown Yes it was. But … Holly, Harry …
Holly and Harry What Mum?
Mrs Brown It's time for bed now! Off you both go. And do you know what you're going to do tomorrow evening?
Holly and Harry No, Mum!
Mrs Brown Guess!
Holly and Harry We're going to do our homework, Mum!
Mrs Brown That's right!

Optional activity

- Tell the children to look at the diary entry for one minute, then cover the text and talk about the school trip from memory.
- Ask children to say a couple of sentences each, then move on to the next child so that everyone gets a turn to talk a little bit about the school trip.

Flyers practice test SB pages 62 & 63

Reading & Writing, Part 4

Lead-in

- Point to the picture and the title. Ask children around the class to say what words they think they might read in the text. Write their suggestions on the board.
- Ask children around the class to make sentences about castles using the words on the board.

Flyers tip

- In Part 4 of the Flyers Reading & Writing Test, remind learners to read all of the possible answers, even if they think they have found the right one before they have looked at them all.

Read the text. Choose the right words and write them on the lines.

- Tell the children that they are going to read a text about a famous castle in Britain. Remind the children to read the whole text before they start trying to fill in the gaps.
- Ask the children to read the example sentence and all of the possible answers. Ask them to think about why *most* is the best answer.
- Ask the children to read the rest of the text and choose the best answers. Explain to the children that they must copy the words onto the lines, and that they must spell the words correctly. Tell the children to copy the words exactly and not add anything extra. Remind them to think about what kind of word (noun, verb, adverb, adjective, preposition, etc) fits each gap.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 when 2 have 3 Would 4 because 5 something
6 through 7 up 8 where 9 must 10 out

Optional activity

- Ask the children to write a short paragraph about a castle or famous building they have visited.
- The children can write their paragraphs in their notebooks, then read them out to the class.

Optional activity

- Ask the children to write five questions about Windsor Castle, using the information in the Reading and Writing Test, e.g. *What's the best time of year to visit Windsor Castle? When does a flag fly on top of the castle? Who built the large apartments in the castle?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the text and answer, or try to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

8 Sports day!

Lesson 1 SB page 64

Words

Topics
Sports

Functions
Matching words to pictures; Completing gapped sentences; Matching words to definitions

Grammar
Present simple; Past simple

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Vocabulary practice; Reading and writing Part 1

Warmer

- Play a game to warm the class up and revise words for castles.
- Divide the class into two teams. Say definitions of words to children from each team in turn. For example *This flies on top of a castle when the king or queen is at home.*
- Award one point for each correct answer. If a child can't think of the word, you can pass the turn to the other team for a bonus point.

Lead-in

- Tell the children that they are going to think about sports in this lesson. Ask children around the class what words for sports they can remember. Write their answers on the board. Leave the words on the board for the second optional activity in this lesson.
- Ask children around the class to say sports they play, when and how often they play them.

1 Look at the pictures of sports day and complete the sentences.

- Ask children to look at the pictures and say who and what they can see and what the people are doing in each picture.
- Ask children around the class to read out the words in the box.
- Tell the children to use the words from the box to complete the sentences. Tell them to check that they have spelt each word correctly once they have copied it.
- Allow the children time to complete the activity in their books, then check answers by encouraging children around the class to read out the completed sentences.

ANSWERS
1 volleyball 2 fell over, race 3 match 4 scored, goal
5 golf 6 competition 7 prizes 8 winners

Optional activity

- Ask the children if they have sports day at their school. Ask them when sports day is, who comes to watch, what kinds of races and competitions there are and what you can win.
- Ask children around the class to say whether they enjoy sports day and sports competitions and why or why not.

2 Match the sentences to the words.

- Ask the children to look at the sentences. Explain that the sentences are definitions of the words on the right. The children need to read the definitions and match them to the correct words.
- Allow the children time to read the definitions and match them to the correct words. Tell the children to compare their answers with a partner and make any necessary changes.
- Check the answers by asking children around the class to say a sentence about each word, e.g. *Tennis is a game you can play with a partner.*

ANSWERS
1 volleyball 2 tennis 3 a stadium 4 the score
5 the prize 6 a race

Optional activity

- Divide the class into two teams.
- Ask a child from Team A to give a definition of one of the words on the board. Children from Team B have to choose the correct word.
- Repeat with children from each team in turn and award one point for each correct word.

Unit 8 Lesson 2 SB page 65

Listening & reading

Topics
Sports day

Functions
Listening and ticking and crossing pictures; Matching question tags to sentences

Grammar
Present simple; Present continuous (with future meaning); *going to*; Tag questions

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Listening Part 4

Equipment
26

Warmer

- Play a game of *Bingo* to revise the words for sports (see page 27).

Lead-in

- Ask the children to try to remember as many words from Lesson 1 as possible. Write their answers on the board.
- Ask children around the class to give definitions of the words on the board.
- You can play this as a game in two teams if you like, giving words to children from each team in turn and awarding one point for each correct definition.

FLYERS TIP In Part 4 of the Flyers Listening Test, learners will need to choose the correct picture from sets of three. Teach learners to listen carefully to make sure they are not distracted by misleading information in this part of the test.

1 Listen to Holly explaining what's going to happen at her school sports day. Write a tick (✓) or a cross (✗) next to the pictures. Then write 'm' for morning or 'a' for afternoon. 26

- Tell the children to look carefully at the pictures. Ask the children who they can see and what the people are doing in each picture. Point out that they will need to be able to distinguish important details. For example, point to pictures 3 and 4, and ask students to identify George and Harry. Ask *Are they on the same team in 3? (No.) Are they in the same team in 4? (Yes.)*
- Explain that some of the pictures show things that will happen, and other show things that won't happen. The children should listen carefully and tick the pictures that show the things which are going to happen, and cross the pictures that show things which aren't going to happen.
- Play the recording for the children to listen and tick or cross.
- Play the recording again for the children to listen and decide which things are going to happen in the morning and which are going to happen in the afternoon. The children should write *m* next to the things that are going to happen in the morning and *a* next to the things that are going to happen in the afternoon.
- Check answers by asking questions about each of the pictures, e.g. *Is there going to be a volleyball match? (Yes, there is.) When is the volleyball match going to be? (In the afternoon.)*

ANSWERS
1 ✓, m 2 ✓, a 3 ✓, m 4 ✗ 5 ✗ 6 ✓, a 7 ✗ 8 ✓, m 9 ✗

Transcript 26

Holly Today is our school sports day! And I'm going to explain what happens. It's great fun and very exciting and it's going to start soon, at ten o'clock!
Man So what's going to happen in the morning?
Holly Well, first there's going to be a running race. That's going to start soon and it's going to be really exciting. Harry really wants to win!
Man And what's going to happen after that?
Holly Well, then, after the race the football match is going to start. There are going to be two teams. Harry and George don't play for the same team but both teams play well so it's going to be an exciting match.
Man Harry and George are going to be very tired tonight!
Holly Yes!
Man And what's going to happen in the afternoon?
Holly There's going to be a volleyball match. I'm playing in that. Katy is on my team too.
Man Oh, I love volleyball!
Holly So do! Oh, I forgot about the high jump competition.
Man The high jump competition?
Holly Yes, my friend Katy's going to win that. She's really good at jumping.
Man That sounds exciting! When is that?
Holly Oh, it's in the morning. After the running race. And then later today, after lunch, the teacher is going to tell us who all the winners are. And the winners are going to go up onto the stage and collect their prizes!
Man So it's going to be a great day, isn't it?
Holly Yes, it is!

2 Draw lines to match the question tags to the correct sentences.

- Point to the picture and ask the children to say who they can see and what the people are doing.
- Ask children to read out the question tags around the picture. Explain that we use question tags at the end of statements to check that someone agrees with us or to check that we are right about something.
- Tell the children to look at the grammar table on page 119 of the Student's Book to see how we use question tags. Write some example sentences on the board and ask children around the class to say the correct question tags.
- Invite children around the class to read out the completed sentences.

ANSWERS
1 isn't it? 2 can we? 3 aren't we? 4 are we? 5 aren't they? 6 does he? 7 don't you? 8 is it?

Unit 8 Lesson 3 SB page 66

Conversation

Topics
Sports day preparations and events

Functions
Understanding and acting out a dialogue; Ordering words to form sentences; Matching sentences to pictures

Grammar
Present simple; *going to*; Present perfect; *already*

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Reading and Writing practice

Equipment
27

FLYERS TIP Information exchange games like the one below will help to prepare learners for Part 2 of the Flyers Speaking Test.

Warmer

- Draw two basic sports day timetables on the board (each with the main heading: *Sports Day* and subheadings *Morning* and *Afternoon*).
- Divide the class into two teams. Tell each team to copy the timetable onto a piece of paper and decide on three events for the morning and three events for the afternoon. To make the game easier, you could write a few events on the board for the children to choose from.
- Invite children from each team in turn to ask the other team questions about their sports day, e.g. *Is there a football match in the morning? / Is there a running race in the afternoon?*
- If the other team answer in the affirmative, the child asking the question can write the event in their timetable on the board. The first team to complete their timetable on the board wins the game.

Lead-in

- Tell the class that in this lesson, they are going to read about events at the sports day and preparations for the sports day. Ask the children to suggest things that you might need to do in order to get ready for a sports day, e.g. *make snacks, decorate playground, invite parents, practise sports.*

1 Listen and read. Then act. 27

- Ask children to look at the conversation and the picture. Ask *Who is talking? What are they talking about?*
- Play the recording for the children to listen and follow the conversation in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Point to the grammar character and read out the speech bubble. Ask the children to find and read out the examples of *already* in the conversation.
- Divide the class into pairs to practise acting out the conversation.
- Invite pairs of children to act out the conversation in front of the class.

Optional activity

- Play a memory game. Tell the class to look at the conversation for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

2 Make sentences. Match them with the pictures.

- Ask children to look at the pictures below the sentences and say what they can see and what the people are doing.
- Tell the children to write the words in the correct order to form sentences, then match the sentences to the pictures.
- Move around the classroom as the children complete the activity and help if necessary.
- Invite children around the class to read out the completed sentences and say the letters for the correct pictures.

ANSWERS

1 Mrs Brown has just arrived at the school. (f)
2 The parents have already made snacks and cakes. (d)
3 The teachers have just tidied the classrooms. (b)
4 The children have already put flags in the playground. (e)
5 The parents have already paid for their tickets. (c)
6 The sports teacher hasn't given the children their prizes yet. (a)

Unit 8 Lesson 4 SB page 67

Listening

Topics
Sports day

Functions
Listening for specific information; Listening and completing notes; Forming sentences

Grammar
Present perfect

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Listening Part 2; Reading and writing practice

Equipment
28

Warmer

- Play a game to warm the class up and revise sports.
- Divide the class into two teams.
- Describe a sport to a child from Team A, but don't say the actual word. For example, you could say *In this sport, there are two teams, with eleven players on each team. The players kick a ball and try to score a goal. What's the sport?*
- If the child guesses the correct sport, award them one point. If the child doesn't guess the correct sport, you can pass the turn to the other team for a bonus point.
- Repeat, describing different sports (*swimming, volleyball, hockey, basketball, tennis, badminton, running, skiing, golf, cycling,* etc) to children from each team in turn.

Lead-in

- Write the words *already* and *yet* on the board. Remind the class that we use *already* with the present perfect to talk about things we have done, and that we use *yet* with the present perfect to talk about things which we need to do, but haven't done.
- Ask children around the class to tell you what they have already done / haven't done yet today.

FLYERS TIP In Part 2 of the Flyers Listening Test, remind learners to listen carefully for how words are spelt.

1 Listen to the teacher. He's talking to the children and parents about sports day. Write the missing information. 28

- Ask children to look at the notes. Explain that this is information about sports day. The children need to listen to the teacher and complete the notes with the missing information.
- Play the first part of the recording for the children to listen and look at the example.
- Play the rest of the recording, twice if necessary, for the children to listen and write the missing information in the spaces.
- Ask children around the class to use their answers to make sentences about sports day.
- Ask an extension, tell the children to look at the information and ask and answer questions about sports day in pairs.

ANSWERS
1 brave 2 3 / 2 3 Bears 4 23 / 25 5 Sharks
6 trip

Transcript 28

Teacher Well, we've had a very exciting day today, everyone. We've seen the 200-metre race and the football match and we've watched a volley ball match. But now I'm going to tell you about our prize winners:
Well the 200-metre race was very exciting and George was the winner! Well done George! Harry was winning the race until he fell over and he was very good about that about that so he also wins a prize for being a very brave boy. Well done Harry!
Now, next … our footballers played a match, and what an exciting game that was! Our two best teams were playing, the 'Lions' and the 'Bears', with eleven players on each team. At half time the score was 2/1 to the Lions. But then in the second half things got very exciting and at the end of the match the score was 3/2. What an exciting match it was. The Bears won but well done to the Lions too – you all played really well!
The volleyball match in the afternoon was also exciting – the Dolphins played the Sharks and the score at the end of that match was Dolphins 23, Sharks 25 , so the Sharks were our winners! But it really was wonderful play from both the Dolphins and the Sharks! Well done!
Good … now I can't finish without saying a big thank you to the parents who made all the cakes and snacks for today. The school has made over £300 today which will help with a very exciting trip! As most you know, we're going to take the children in Year 6 camping for a week! I'm sure it will be great fun and the Year 6 children will learn a lot too. So thank you all again …

2 Now make sentences about sports day.

- Show the children the columns of words. Explain that they should choose one option from each column to form sentences about the school sports day.
- The children can look back through the unit to remind themselves what happened at the sports day if necessary.
- Tell the children to write the sentences in their notebooks, then invite children to read out their sentences to the class.

POSSIBLE ANSWERS
Katy has won the high jump competition.
Harry has been very brave.
The school has made over £300.
I/We have had an amazing day.
I/We have seen some great matches.
I/We have eaten some delicious cakes and snacks.
George has won the 200-metre race.

Unit 8 Lesson 5 SB page 68

Writing & speaking

Topics
Sports day

Functions
Completing a gapped text; Reading and ordering events; Completing a speaking activity

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Reading & Writing Parts 3, 4 & 6; Speaking practice

Equipment
Speaking activity photocopiable 137

Warmer

- Divide the class into two teams.
- Say true or false sentences about sports to children from each team in turn, e.g. *There are ten players in a football team. / You use a stick to play hockey. / You kick a ball when you play basketball. / You can play tennis with a partner.*
- The children answer *Yes* if the sentence is true or *No* if the sentence is false. Ask the children to correct the false sentences. Award one point for each correct answer.

Lead-in

- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

1 Katy has written about the 200-metre race for the school magazine. Write the missing words in the sentences. Then number the pictures in the correct order.

- Show the class the gapped sentences and explain that they need to choose two words from the box to complete each sentence. They will need to use all of the words.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS

1 went, waited 2 waved, began 3 fell, hurt
4 ran, won 5 gave, came 6 held, smiled

- Ask children to look at the pictures and say who they can see, where the people are and what the people are doing in each picture.
- Tell the children that the pictures all show stages in the 200-metre race. Explain that the children need to read Katy's sentences, look at the pictures and number them in the correct order.
- Allow the children time to complete the activity in their books.
- Ask the children to point to the pictures in the correct order. Encourage them to make sentences about the race, such as *First, the boys and girls went to the starting line. Next, the sports teacher waved her flag. Then, the boys ran, but Harry fell. After that, …*

ANSWERS

5, 4, 2, 6, 3, 1

Optional activity

- Ask the children to write five questions about Holly and Harry's sports day, using the information in the unit, e.g. *When was the volleyball match? Are Harry and George in the same football team? Who won the high jump competition?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look back at the unit and answer, or try to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

2 Do the speaking activity. TB page 137

- Point to the picture of Holly and Harry and ask children to read out the example exchange.
- Hand out copies of the speaking activity (one copy cut in half for each pair of children, so that each child in each pair has one story).
- Tell the children to look at their set of pictures and think about what the story is and what order the pictures should be in. They need to tell their partner the story and then listen to their partner's story.
- Move around the classroom as the children tell their stories and help if necessary.
- Invite some children to tell their stories to the class.

Optional activity

- Ask the children to write a short paragraph about Holly and Harry's sports day.
- The children can write their paragraphs in their notebooks, then read them out to the class.

Flyers practice test SB pages 69, 70 & 71

Listening, Part 1

Lead-in

- Describe a child in the class without saying his/her name. The other children try to guess who you are talking about.
- Say one sentence at a time and invite guesses after each additional sentence.
- The first child to guess who is being described can take a turn to describe another child for the rest for the class to guess.

FLYERS TIP In Flyers Listening Part 1, teach learners that they can listen and number the people in the picture the first time they listen, then draw lines when they are sure about their answers (on the second listening).

Listen and draw lines. There is one example. 29

- Ask the children to look at the picture. Ask *What can you see? Where is he/she? What's he/she doing?* Elicit answers from children around the class.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books. Tell the children that they should draw lines to match the names to the people, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class.

ANSWERS

Fred – the unhappy man wearing shorts, holding a flag
Sally – the girl playing on the swing
Mary – the woman selling snacks and wearing a red coat
Michael – the boy pushing another boy
Daisy – the woman taking a photo of Jim

Transcript 29

Presenter Listen and look. There is one example.
Boy This is a picture of our football match at sports day!
Woman Were you playing in the match, Jim?
Boy Yes I was! Look, that's me scoring a goal, over there. Can't you see?
Woman Oh yes I can now … I can see it's you because you've got curly hair!
Boy It was a great goal!
Woman Yes, I can see that too!
Presenter Can you see the line? This is an example. Now you listen and draw lines.
Woman Look at that man, holding the flag.
Boy Which man? There are two men with flags
Woman Oh yes, well one of them looks a bit unhappy!
Boy Do you mean the man who's wearing shorts?
Woman Yes, what's his name?
Boy Well that's my dad and his name's Fred. He was just tired because he was running up and down a lot in that match!
Woman Those little girls over there don't like football very much, do they?
Boy No … one of them's my sister.
Woman You mean the one who's lying down on the grass?
Boy No … the one who's playing on the swing. Her name's Sally.
Woman She's having a good time, isn't she?
Boy Yes she is … But she missed my goal!
Boy Can you see the woman over there? The one who's selling snacks.
Woman Well there are two women doing that. Are you talking about the one who's wearing the blue jacket?
Boy No, she's wearing a red coat.
Woman Oh yes … she looks very friendly.
Boy Yes, well that's my aunt and her name's Mary.
Woman That's a very nice name. That boy over there looks very unfriendly, doesn't he?
Boy Which boy?
Woman The one who's pushing another boy. What's his name?
Boy That's my cousin. His name's Michael.
Woman Well, he doesn't look like a very nice boy at all!
Boy He is really. He just wanted to win the match.
Woman Look at that woman there. She's taking a picture of you.
Boy Yes, that's my Mum, Daisy … she tried to take a picture of my goal, but she didn't get one! She isn't very good with cameras.
Woman Never mind … this is a good photograph of your goal, isn't it? … Oh, look! Your mum's dropped one of her gloves on the ground!
Boy Oh yes! I'll go and tell her!
Woman I'm glad you enjoyed your match. But did you win?
Boy No, we didn't. We weren't very lucky. They scored in the last minute of the match and that meant they won.
Woman Never mind … it was an exciting game.

Optional activity

- Play a memory game. Tell the children to look at the picture in the Listening Test for one minute and think about what they can see and what the people are doing in the picture.
- The children close their books. Say true or false sentences about the picture. For example *Mary is wearing a red coat. / There are three women selling snacks.* and invite children to answer *Yes* or *No* from memory.
- Repeat with other children around the class. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 5

Lead-in

- Point to the picture and the title. Ask children around the class to say what they think they will read about in the text.
- Explain that the text is written by Holly and Harry's mum. Invite children around the class to say what they remember about Holly and Harry's sports day.

FLYERS TIP In Part 5 of the Flyers Reading & Writing Test, remind learners that the picture is there to support the text, but they will not find the answers in the picture. They will need to read the text carefully to find the answers.

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

- Ask the children to look at the picture. Explain that they are going to read a text about Holly and Harry's school sports day. Remind the children to read the whole text before they start trying to complete the sentences.
- Ask the children to read the example sentences and say how many words have been completed in each example. Tell the children that they can use up to four words, but no more.
- Ask the children to read the text and complete the sentences. Allow them time to complete the test in their books.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 hasn't started 2 new doll 3 under a blanket
4 cushion 5 late 6 knee 7 day

Optional activity

- Ask the children to read the text again and use the information to write five questions about Holly and Harry's sports day in their notebooks.
- The children can swap notebooks with a partner, look at the text again and answer their partners' questions.

Revision 2

Revision 2 SB pages 72–74

Aims
Revise topics, grammar and test skills from *Hello!* unit to Unit 8

Flyers practice
The Revision sections prepare learners for all parts of the Flyers Tests

Equipment
30; Coloured pencils

Warmer

- Play a memory game to warm the class up and revise the words from *Hello!* unit to Unit 8.
- Write a vocabulary set from one of the units on the board.
- Tell the class to look at the words for one minute (or less), then close their eyes. Erase two or three of the words from the board.
- Tell the class to open their eyes and say which words are missing.
- You can repeat the game a few times, using different vocabulary sets each time.

Lead-in

- Write the headings *Jobs*, *Entertainment*, *Places of work*, *Castles* and *Sport* on the board.
- Ask the class to say any words they can remember for each heading and write their suggestions on the board.
- Allow the children time to look at the words on the board, then erase them.
- Ask children around the class to say three words from one of the groups. Say *Name three jobs / things you can see at the cinema / things you can find at the zoo / places where people work / things you can see at a castle / sports words.*
- You can play this as a game in two teams if you like, asking children from each team in turn to say three words and awarding one point for each set of words.

FLYERS TIP In the Flyers Tests, marks are often lost because letters and/or words are not clearly written. Remind learners to write clearly and to check that what they have written can be easily read. It might be better for learners to print, rather than use joined-up writing.

1 Look at the pictures. Write the names of the jobs in the boxes.

- Ask the children to suggest as many words for jobs as they can.
- Tell the children to look at the pictures and write the words. Tell them to count the number of squares for each word (one per letter) to help them find their answers.
- Check answers by asking children around the class to say and spell the words for the class.

ANSWERS
1 actor 2 artist 3 designer 4 dentist 5 mechanic 6 manager

Optional activity

- Invite children to think of another job and draw a line for each letter in the word on the board.
- Tell the rest of the class that they can ask the child questions to get clues about the word, e.g. *Does this person work in a hospital? Does this person wear a uniform?*
- When a child guesses the job, they should spell it for the first child to write the letters on the board.
- The child who guessed the word can then take a turn to choose a job for the rest of the class to guess.

2 Draw lines to two balloons to find the words that start with 'ex'. Read the sentences and write. Then colour.

- Tell the children to take out their coloured pencils. Say *Show me (purple).* The children hold up the correct colours.
- Focus attention on the parts of words in the balloons. Explain that each word starts with *ex*, and there are two more balloons for each word.
- Look at the example and show how the word *example* is joined in the balloons, and completed in the first sentence.
- Tell the children that they need to find the words and use them to complete the sentences.
- They then need to read the colour in brackets at the end of each sentence, and colour the word balloons correctly.
- Check answers by asking children to read out the completed sentences, and say which word balloons they linked and coloured for each one.

ANSWERS
1 example 2 extinct 3 exit 4 excellent 5 excited 6 expensive 7 explain

- As an extension, ask the children what other words beginning with *ex* they can think of, e.g. *exist, exact, extra, expect, extreme, explore.*

3 Match the pictures with the sentences and add the question tag.

- Point to the pictures and ask the children to say who or what they can see, and what the people are doing.
- Tell the children to read the sentences and write the correct numbers next to the matching pictures.
- The children should then read the question tags in the box and use them to complete the sentences.
- Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out the completed sentences and point to the matching pictures.

ANSWERS

Pictures: 2, 1, 5, 6, 3, 4
1 isn't he? 2 aren't you? 3 are you? 4 is it?
5 doesn't she? 6 can't I?

- As an extension, write some more sentences on the board, using a variety of tenses, and ask children around the class to say the correct question tags.

4 Read the story and write the missing words.

- Tell the children that the text is about a film. Show the class the gaps in the text and explain that they need to choose the best word from the box to complete each gap.
- Explain that the children should read the information around each gap to help them find the correct words.
- Remind the class to think about what kind of word fits each gap, and to think about the meaning of the sentence and what tense the sentence is in.
- Allow the children time to complete the activity in their books.
- Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out sentences from the completed text.

ANSWERS

1 saw 2 went 3 were 4 was 5 invented 6 drive
7 driving 8 flew 9 fly 10 flying 11 living 12 go

Optional activity

- Ask the children to think about a film they have seen recently and to tell the class what the film is about and what happens in the film.
- The children can write a short text about the film using the story in activity 4 as a model.

5 Listen to the conversation and look at the pictures. Who does each thing, Bill or his mum? Listen and draw lines. 30

- Ask the class to look at the pictures and say what they can see. Explain that the people in the pictures are Bill and his mum. The children need to listen and draw lines to match the items to the correct people, according to who has (or hasn't) done each thing.
- Play the first part of the recording for the children to listen and look at the example.
- Play the rest of the recording for the children to listen and draw lines to match the items to Bill or his mum.
- Check answers by asking questions to children to children around the class. Ask *Who (has washed the football shirt)?* and encourage children to answer *Mum (has washed the football shirt).*

ANSWERS

Mum hasn't made the sandwiches.
Mum has washed the football shirt.
Mum hasn't written a letter to the teacher.
Mum has cleaned Bill's shoes.
Bill hasn't taken some medicine.
Bill has eaten eggs and fruit.
Bill has packed his school bag.
Bill hasn't remembered his glasses.

Transcript 30

Bill Mum … where are my sandwiches?
Mum Oh, I'll just make them now.
Bill Quickly Mum! We need to go or I'll be late.
Mum OK, Bill!
Bill You've washed my football shirt, haven't you, Mum?
Mum It's over there Bill, on the kitchen table. It's nice and clean!
Bill Oh thanks, Mum … and have you written a letter to my teacher about my trip to the dentist?
Mum Oh – I forgot about that! I'll do that now.
Bill Oh and Mum … could you clean my school shoes? They're really dirty!
Mum I've already done them, Bill
Bill Oh, thanks Mum.
Mum Bill … have you taken that medicine for your cough?
Bill Oh – I forgot that.
Mum Well do it before you go, please! And have you eaten your breakfast?
Bill I had eggs and fruit, Mum.
Mum That's good … oh yes … And have you made sure you've put everything in your school bag?
Bill Yes, Mum.
Mum So you've remembered your glasses, haven't you?
Bill Oh no … thanks Mum.
Mum And Bill …
Bill What Mum?
Mum Hurry up … or we really will be late!
Bill OK, Mum … I'm coming!

Optional activity

- Divide the class into two teams.
- Say true or false sentences about Bill and his mum to children from each team in turn, e.g. *Bill took some medicine. Mum packed Bill's school bag.*
- The children should say *Yes* if the sentence is true and *No* if the sentence is false. Ask the children to correct the false sentences.
- Award one point for each correct answer. The team with the most points wins the game.

6 What have you done today? Write sentences.

- Tell the children to think about the things they have already done today and the things they haven't done yet.
- Tell the children to complete the sentences in their books about themselves.
- Invite children around the class to read out their sentences.

Flyers Speaking preparation SB page 75

Aims

This section prepares learners for all parts of the Flyers Speaking Test

Equipment

Speaking Test photocopiable 124–125

Warmer

- Ask children around the class questions about themselves, e.g. *What's your name? How do you spell that? How many brothers and sisters have you got? What's your favourite animal? Where do you usually go on holiday?*
- Tell the children to make short dialogues asking and answering questions about themselves, then invite pairs of children to act out their dialogues in front of the class.

Lead-in

- Ask the class to say what words they can remember for places in a town. Write their suggestions on the board.
- Point to the words on the board and ask questions to children around the class, e.g. *What can you do at the (theatre)?*

FLYERS TIP Remind learners to speak in English throughout the Speaking Test. Encourage them to speak English as much as possible in class. Use greetings naturally at the beginning and end of the class. Teach learners how to ask to go to the toilet, to ask for a pen, etc.

1 Write about a day out. Then ask and answer with a friend.

- Point to the picture of Holly and Harry and read out the example exchange.
- Ask children to work individually make notes about a day out. They should include the following information:
  - who went
  - where they went
  - when they went
  - how they travelled
- Working in pairs, the children ask and answer questions, following the example, to find out about their friend's day out.
- Ask children around the class to talk about their friend's day out.

2 Find ten more differences. Talk to your friend about the pictures.

- Ask children to look at the pictures and say what things they can see and where the things are.
- Tell the children that one difference is circled as an example. There are ten more differences between the two pictures.
- Tell the children that they need to work in pairs. They should look at the pictures and tell their partner about the differences.
- Move around the class as the children complete the activity in pairs. Monitor their performance.
- Invite some children to talk about the differences between the two pictures to the class.

ANSWERS

The boy 1) is wearing glasses / 2) isn't wearing glasses.
A girl is dressed as 1) a police officer / 2) a fire fighter.
The dressing up box is 1) closed / 2) open.
There's a toy 1) castle / 2) airport on the floor.
There 1) is a swing in the garden / 2) isn't a swing in the garden.
There 1) are two flags / 2) is one flag on the wall.
It's 1) quarter past four / 2) quarter past six.
There's a 1) drum kit / 2) violin in the room.
There's a model 1) spider / 2) swan on the desk.
There's a 1) bear on the bookcase / 2) lion on the bookcase.
The rubbish is 1) in the bin / 2) on the floor.

Optional activity

- Tell the children to draw items to make five more differences between the pictures.
- The children can then swap books with their partners and find the five new differences. They can write sentences in their notebooks.
- Invite children around the class to talk about the five new differences in their (or their partner's) pictures.

3 Use these words and talk about what you did last weekend and what you're going to do this weekend.

- Tell the children to look at the words in the box and think about what they did last weekend / what they are going to do next weekend. Tell the children to talk in pairs.
- Move around the class as the children carry out the activity. Monitor their performance.
- Invite some children to talk about their weekends in front of the class.

4 Now do the speaking test. TB pages 124–125

- You can now do the Term 2 Speaking Test with the children individually. See pages 120–122 for full instructions, and pages 124 and 125 for the test.

9 Our camping adventure

Lesson 1 SB page 76

Words

Topics
A school camping trip

Functions
Matching words to items in a picture

Grammar
Present simple

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Vocabulary practice

Warmer

- Play a game to warm the class up and revise sports.
- Divide the class into two teams.
- Tell a child from Team A to choose a sport without telling the other team what it is. Children from the other team take turns to ask questions and try to guess the sport, e.g. *Do you play it with a partner? Do you use a stick? How many people are in each team?* The child from Team A can only answer *Yes* or *No*.
- Repeat with children from each team in turn and award one point for each correct guess. If you like, you can give teams a limit of five questions to ask before they make their final guess.

FLYERS TIP Learners will need to describe pictures in the Flyers Speaking Test. To help learners practise this, you can bring in pictures from magazines or the Internet. Tell the children to look at the pictures in pairs or small groups and list as many words to describe the picture as possible in one (or two) minute(s).

Lead-in

- Tell the children that they are going to think about a camping trip in this lesson. Ask children to suggest things that you might need / see / do on a camping trip. Write their suggestions on the board.
- Ask the children if they have ever been on a camping trip and if so, what they saw and did on their trip.
- Leave the words on the board for the second optional activity in this lesson.

1 Harry and Holly are on the school camping trip. Find things in the picture and draw lines.

- Point to the picture of the camping trip. Ask children to say as many words for things in the picture as they can.
- Ask children to read out the words around the picture and point to the correct items in the picture. Tell the children to draw lines to match the words to the things in the picture.
- Allow the children time to complete the activity in their books, then check answers by pointing to items in the picture and asking the children to say the correct words.

Optional activity

- Slowly write the letters for one of the words in activity 1 on the board, pausing after each letter. The children try to guess the word before you have written the whole word.
- When a child guesses the word correctly, they should spell the rest of the word for you to complete it on the board, then find the item in the picture in activity 1.
- You can play this as a game in two teams if you like.

Optional activity

- Tell the children to look at the words in activity 1 and the words on the board.
- Ask the children to say which words on the board are not in the picture in activity 1. Circle the extra words on the board.
- Ask the children to draw a picture of a camping trip and include the circled words on the board.
- Invite children to show their pictures to the class and describe their camping trip scenes.

Unit 9 Lesson 2 SB page 77

Speaking & words

Topics
A camping trip

Functions
Completing a speaking activity; Forming words from jumbled letters; Completing gapped sentences

Grammar
Present simple; Past simple; *shouldn't*

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Reading & Writing Parts 1, 3, 4, 5 & 6; Speaking practice

Equipment
Speaking activity photocopiable 138

Warmer

- Play a game of *Hangman* to warm the class up and revise the words from Lesson 1.
- Divide the class into two teams. Draw a line for each letter in your chosen word on the board.
- Invite children from each team in turn to guess one of the missing letters. If the team correctly guesses a missing letter, write the letter on the correct line(s) on the board. If the team guesses a letter which is not in the word, draw the first part of a simple picture (a flower with five petals, a stem and two leaves / a house with three windows, a door and a chimney).
- If a team guesses the word before you have completed the picture, award them one point. If not, continue the game with another word.

Lead-in

- Divide the class into two teams. Tell the children to look at the picture in Lesson 1 for one minute, then close their books.
- Ask questions to children from each team in turn about what there is in the picture. Use the words from Lesson 1 and other words from previous units. Ask *Is there a ring in the picture? Are there any pockets in the picture?*
- The children try to answer from memory. Encourage them to give short answers (*Yes there is/are. / No, there isn't/aren't.*) Award one point for each correct answer.

1 Do the speaking activity. TB page 138

- Point to the picture of Mum and Emma and ask children to read out the example exchange.
- Hand out copies of the speaking activity (one copy for each pair of children).
- Remind children that it's half past six in Harry's day. Encourage the children to count the hours and use *ago* to talk about what Harry did.
- Act out a few example exchanges with children around the class, then allow the children time to carry out the activity in pairs. Move around the classroom as the children work and help if necessary.
- Invite some pairs of children to act out the speaking activity in front of the class.

2 Look at the pictures and the letters. Write the words.

- Point to the picture in item 1 and ask the children to think of an adjective that describes the picture. Prompt the children by saying *Harry isn't alone. Harry and Holly are … (together).*
- Show the children the jumbled letters next to the picture and ask them to call out the letters in the correct order to spell the word *together*. Show the class the example.
- Move around the class as the children complete the activity. Help if necessary.
- Invite children around the class to read out and spell the word for each item.

ANSWERS
1 together 2 heavy 3 deep 4 alone 5 furry
6 large 7 dark 8 strange 9 frightened 10 horrible

FLYERS TIP! Make sure learners are confident about using a variety of adjectives. This will help them to describe the pictures and tell the story in Part 3 of the Flyers Speaking Test

3 Write the words from Activity 2 in these sentences.

- Show the children the gapped sentences and explain that they need to use the words from activity 2 to complete the sentences.
- Move around the class as the children complete the activity. Help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS
1 deep 2 large 3 strange 4 together 5 furry
6 heavy 7 alone 8 frightened 9 horrible 10 dark

Unit 9 Lesson 3 SB page 78

Reading & writing

Topics
A camping trip

Functions
Completing a gapped text; Matching sentences to pictures

Grammar
Past simple and past continuous

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Reading & Writing Parts 3, 4, 5 & 6

Warmer

- Divide the class into two teams. Write *Team A* on one side of the board and *Team B* on the other side of the board.
- Ask children from each team in turn to say a word connected to a camping trip. Write the words they say under the name of their team.
- Award one point for each word. If a child can't think of a word, play can pass to the other team for a bonus point.

Lead-in

- Ask children to look at activities 2 & 3 in Lesson 2 again.
- Ask children around the class to tell you an adjective which could describe a cave / rucksack / star / bird / tree / fire / bat / rabbit / snake, etc.
- You can play this as a game in two teams if you like, awarding one point for each logical answer.

FLYERS TIP In Parts 3, 4, 5 & 6 of the Flyers Reading & Writing Test, learners will need to think about what tense each gapped sentence is in to help them choose the correct answer. Make sure the children are confident about recognizing tenses in sentences and texts.

1 This is the story of the start of Holly and Harry's adventure. Write the missing words.

- Tell the children Holly is telling the story of her adventure with Harry on the camping trip.
- Show the class the gaps in the text and explain that they need to choose the best word from the box to complete each gap.
- Explain that the children will need to read the information around each gap and think about what they have already learnt about Holly and Harry's adventure in order to complete the text.
- Ask a child to read out the words in the box. Ask the children what parts of speech the words in the box are (verbs) and what tense they are in (past simple). Ask children to say which verbs are regular and which are irregular.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out sentences from the completed text.

ANSWERS
1 whispered 2 put 3 walked 4 hurt 5 arrived 6 decided

2 Match the sentences with the pictures.

- Ask children to look at the pictures and say who and what they can see, where the people are and what the people are doing in each picture.
- Tell the children to read the sentences. Ask the children to say what tense is used in the sentences (*past continuous*).
- Point to the picture of the grammar character and read out the speech bubble. Explain that we use the past continuous to describe what was happening at a time in the past.
- Tell the children to read the sentences and match them to the pictures.
- Move around the classroom as the children complete the activity and help if necessary.
- Invite children around the class to read out the sentences and say the numbers for the correct pictures.

ANSWERS
a 1, b 3, c 6, d 2, e 4, f 5

Optional activity

- Tell the children to cover the text in activity 2.
- Invite a child to describe one of the pictures for the rest of the class to guess.
- The first child to guess the number of the picture correctly can take a turn to describe another picture to the class.

Unit 9 Lesson 4 SB page 79

Listening & writing

Topics
A camping trip

Functions
Completing a text with missing sentences; Listening and completing a text with missing words

Grammar
Past simple; Past continuous; Present simple; Present perfect

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Listening Part 2; Reading and writing practice

Equipment
31

Warmer

- Tell the children to write a list of ten things which they would take on a camping trip with them.
- The children should then ask and answer in pairs to find out what their partner is taking, and make another list of the things which their partner is taking on the trip.
- Invite children around the class to tell you what things they and their partner are both taking, and what things their partner is taking that they are not taking.

Lead-in

- Ask children around the class to tell you what they can remember about Holly and Harry's camping adventure.
- Ask *Where did they go? What did they see? What happened? What did they do? How did they feel?* and encourage children to respond with full sentences. The children can look back at Lessons 2 and 3 if they like.

1 Holly is writing about the adventure she had with Harry. Put the missing sentences from page 78 in her story.

- Ask children to look at the gapped text. Explain that there are six sentences missing from the dialogue. The children need to read the dialogue and choose the best sentence from activity 2 on page 78 to complete each gap.
- Ask children to read out the first paragraph with the example, then allow the children time to complete the text in their books.
- Move around the class as the children work and help if necessary.
- Invite children to read out sentences from the completed text
- Ask children what they think about the story. Were Holly and Harry brave, or were they silly?

ANSWERS
1 a 2 f 3 e 4 c 5 b 6 d

2 The teacher is phoning Mrs Brown, who is writing down some information for her husband. Listen and write the missing words. 31

- Show the children the gapped text. Tell the children that this note was written by Holly and Harry's mum after she spoke to the head teacher about Holly and Harry's adventure.
- Explain that the children need to listen and complete the text with the missing words.
- Play the recording twice for the children to complete the activity.
- Check answers by inviting children around the class to read out sentences from the completed text.
- For transcript, see page 120.

ANSWERS
1 two 2 hospital 3 toe 4 finger 5 Swan
6 White 7 pizza

Unit 9 Lesson 5 SB page 80

Words

Topics
Vocabulary and spelling focus

Functions
Completing a crossword with picture clues

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Vocabulary and spelling practice

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the headings *Food*, *School subjects*, *Jobs*, *Sports* and *Adjectives* on the board.
- Say words for each heading to children from each team in turn. The children come to the board and write the words under the correct headings. Award one point for each correctly placed and spelt word.
- Alternatively, you can invite children from each team in turn to think of their own words to write under one of the headings on the board.

Lead-in

- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

1 Look at the pictures in the first grid. Write the first letter of each word in the second grid to complete the crossword.

- Ask children to look at the pictures in the first grid and say the correct word for each picture. Ask the children to say what letter each word begins with.
- Show the class how the example word has been written in the second grid, then allow the children time to complete the second grid in their books.
- Move around the classroom as the children work and help if necessary.
- Call out numbers from the grid. Invite children to respond with the correct word and then spell it.

ANSWERS
1 elbows 2 star 3 wing 4 cave 5 dark
6 frightened 7 fire 8 torch 9 furry 10 pocket
11 path 12 heavy

Optional activity

- Tell the children to make a secret message for their partner. The children should draw small pictures like the ones in activity 1, with the first letter of each illustrated word representing a letter in their secret message.
- Alternatively, you can make a number code on the board, assigning a number for each letter of the alphabet. The children can use the code on the board to write their secret messages.
- The children can then swap messages with a partner and try to decipher each other's secret messages.
- Invite children to read out their partners' secret message to the class.

Optional activity

- Divide the class into two teams.
- Ask children from each team in turn to choose a word from the unit. The children should say a definition for the word.
- Children from the other team try to guess the word.
- If the children on the other team guess correctly, they win a point. If they don't guess correctly, the first team wins a point.

Optional activity

- Play a game of *Pictionary*.
- Divide the class into two teams.
- Invite a child from Team A to come to the board and draw a picture to represent a word from the unit. The rest of Team A try to guess what the word is as quickly as possible. If you like, you can set a time limit for the team to guess the word. If the team fails to guess the word in the time limit, Team B can try to guess the word.
- Repeat with children from each team in turn and award one point for each correctly guessed word.

Unit 9 Lesson 6 SB page 81

Extended reading: Holly's diary

Topics
A diary entry

Functions
Reading and ordering events; Completing a gapped text

Grammar
Revision of structures presented so far

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Reading and Writing Parts 3, 4 & 6

Warmer

- Ask the class to think about what they have learnt in this unit.
- Ask children around the class to say what words they have learnt and what happened on Holly and Harry's camping trip.

Lead-in

- Ask the children to suggest what happened to Holly and Harry when they were in the cave. Ask the children to suggest what Holly and Harry saw in the cave, what they heard, what they did and how they felt.
- Write the children's suggestions on the board.

1 Read Holly's diary. Order the pictures.

- Ask children to look at the pictures and say what they can see.
- Tell the children that the pictures all show events from Holly and Harry's camping adventure. Explain that they need to read Holly's diary entry, look at the pictures and number them in the correct order.
- Allow the children time to complete the activity in their books.
- Ask the children to point to the pictures in the correct order. Encourage them to make sentences about Holly and Harry's adventure, such as *First, Holly and Harry saw lots of paintings on the walls of the cave. Then, everything went dark and they couldn't see. Next, a big storm started. After that, they ate some biscuits and chocolate.*

ANSWERS
4, 3, 1, 2

Optional activity

- Tell the children to cover the diary text and talk about Holly and Harry's adventure using the pictures to guide them. You can ask the children to talk about one picture each, or you can encourage children to tell as much of the story as they can before another child takes over the narration

2 Write the missing words.

- Show the class the gaps in the text and explain that they need to choose the best words from the box to complete the gaps. They will need to use all of the words.
- Remind the class to think about what kind of word fits each gap, and to think about the meaning of the sentence.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out sentences from the completed text.

ANSWERS
1 were living 2 was walking 3 wasn't working
4 was raining 5 was crying 6 were shouting

Optional activity

- Ask the children to write five questions about Holly's diary entry, e.g. *What did they see on the cave walls? What was walking up Holly's arm? How did Holly hurt her finger?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the diary entry and answer, or try to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

Optional activity

- Ask the children to think about an interesting / exciting / scary thing which happened to them recently and to tell the class about it.
- The children can write a short diary entry about their adventure, using the diary entry in activity 2 as a model.

Flyers practice test SB pages 82 & 83

Reading & Writing, Part 2

Lead-in

- Prompt the children to think about questions, statements and responses by inviting pairs or groups of learners to act out stories from the Student's Book units so far.
- Encourage the children to act without their books and ask other learners to call out prompts if they forget their lines.

FLYERS TIP In Part 2 of the Flyers Reading & Writing Test, remind the children to read all the options before choosing the most appropriate answer.

Vicky is talking to her friend, Mary. What does Mary say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters.

- Tell the children to look at the picture and say who / what they can see, where the people are and what they are doing.
- Explain to the class that Vicky is talking to her friend, Mary and that they need to complete the conversation using options from the box.
- Show the class the example. Tell the class to look at the options in the box and say why *B* is the best answer.
- Tell the children to read the rest of the conversation and choose the best responses.
- Allow the children time to complete the test in their books.
- Check answers by reading out Vicky's lines and asking children around the class to read out the correct responses.

ANSWERS

1 F 2 H 3 D 4 E 5 A

Optional activity

- Write the responses from the box on page 82 on strips of paper and hand them to children around the class.
- Read out Vicky's lines from the conversation, one at a time. The child with the correct response should read out their line.
- Shuffle the lines and hand them out to different children to repeat the activity.

Listening, Part 5

Lead-in

- Revise colours. Tell the children to take out their coloured pencils. Say *Show me (orange).* The children hold up the correct colours.

FLYERS TIP In Flyers Listening Part 5, tell learners that they can put a dot of colour on the items to be coloured during the first playing of the recording, then colour the items properly once they have listened for a second time and checked their answers.

Listen and colour and write. There is one example. 32

- Ask children to look at the picture and say what they can see, where the objects are and what the people in the picture are doing, wearing or holding.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, find the correct items in the picture, then colour items, draw an item or write a word.
- Remind learners that it is important in a test for them to be able to listen carefully and to colour the correct part of the object if necessary. For example, in this practice test, they have to colour a bird's wings, not the whole bird. As the colour is not specified here, you can prompt the students to use a colour that they are less familiar with, or let them choose which colour to use – the important thing at this stage is to identify the wing.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask *What colour is the man's plate?*

ANSWERS

1 The bowl between the bottle and the spoon is pink.
2 The word 'wild' is written above the word 'animals' on the wall.
3 The bird in the entrance to the cave has got coloured wings.
4 The word 'little' is written between 'Our' and 'home' above the entrance.
5 Two of the stars outside are coloured in.

Transcript 32

Presenter Listen and look at the picture. There is one example.
Boy This is an interesting picture. The family lives in this cave. It's an interesting place to live – but my Mum wouldn't like it very much! Look there are stones on the ground!
Woman Yes, I can see. But would you like to colour the picture for me, Oliver?
Boy Yes please! Look! That man's plate is empty, but he's going to have his dinner soon, isn't he? Shall I colour his plate?
Woman Yes. Can you colour it yellow?
Boy OK, I'm doing that now.
Woman That's very good!

Presenter Can you see the yellow plate? This is an example. Now you listen and colour and write.

1 **Boy** That's his wife there, the woman who's cooking the meat. And that's their baby. The baby's got a very strange toy, hasn't he?
Woman Yes – but can you see the bowls?
Boy Well, baby's got a bowl.
Woman Yes, but there are some bowls on a shelf up there too.
Boy Oh yes. Shall I colour them?
Woman Well, can you colour the one between the bottle and the spoon? Colour it pink, please.
Boy No problem!

2 **Boy** Look, the girl's drawing a dinosaur. They're huge and frightening, aren't they? Oh look – she's written 'animals' on the wall.
Woman Yes … can you write something above that word for me, please?
Boy OK … In a minute!
Woman Er … no … now please Oliver!
Boy Oh … all right then. What shall I write?
Woman Write the word 'enormous'.
Boy But that's a very long word!
Woman Ok, write 'wild' for me instead, then.
Boy OK – I can do that!
Woman That's great. Well done!

3 **Boy** Now can I colour something else please?
Woman: Yes, if you want. What would you like to colour?
Boy Well, those birds are very unusual.
Woman Yes, they are, aren't they? Can you see the bird in the entrance to the cave?
Boy Yes, shall I colour that one?
Woman Well, colour its wings.
Boy Right, I'm doing that now!

4 **Boy** Shall I write something else now?
Woman Yes please. Can you see the words 'our home'?
Boy No, where?
Woman Look … there – above the bats.
Boy Oh yes, I can see them.
Woman Do you? Well, can you write a word for me, between those two words?
Boy Yes … I'll write 'strange', I think.
Woman No, don't write that, write the word 'little'.
Boy Can you help me?
Woman No, it's an easy word Oliver. You can write it by yourself.

5 **Boy** It's night time, isn't it? In the picture, I mean.
Woman How do you know?
Boy Well, there's a moon in the sky.
Woman Oh yes, and there three stars.
Boy Shall I colour them?
Woman Well, just colour two of them.
Boy There … I've done that. It's an excellent picture now. I'm very pleased with it!
Woman Yes, it's great Oliver!

Optional activity

- Play a memory game. Tell the children to look at the picture in the Listening Test for one minute and try to remember the picture.
- The children close their books. Ask questions about the picture, e.g. *Where is the pink bowl?* Invite a child to answer from memory.
- Repeat with other children around the class. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

10 A good year!

Lesson 1 SB page 84

Words

Topics
Activities for different times of year

Functions
Completing gapped sentences; Matching sentences to pictures

Grammar
-ing forms

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Vocabulary practice; Reading and writing practice

Warmer

- Play a game to warm the class up and revise the language from Unit 9.
- Divide the class into two teams. Ask questions about Holly and Harry's adventure to children from each team in turn, e.g. *Where did Holly and Harry go? Why did they leave the campsite? What were the teachers doing when Holly and Harry left the campsite? What did Holly and Harry see in the cave?*
- Award one point for each correct answer. If a child can't answer their question, you can pass the turn to the other team for a bonus point.

Lead-in

- Tell the children that they are going to think about activities for different times of year in this lesson.
- Ask the children if they can remember the English words for the seasons (*spring, summer, autumn, winter*). Write the words on the board.
- Ask the children to suggest activities for each season. Write their suggestions on the board. Leave the words on the board for the optional activity below.
- Ask children around the class what activities they like doing in each season.

1 Write letters to match to the pictures. Write the words in the sentences.

- Point to the pictures of Holly and Harry. Ask the children what Holly and Harry are wearing and what season you think each picture shows. Ask children to read out the speech bubbles.
- Ask children around the class to read out the words in the box.
- Ask children to look at the pictures and say who and what they can see and what the people are doing in each picture.
- Tell the children to match the pictures to the completed sentences by writing the correct letter in each box.
- Tell the children to use the words from the box to complete the sentences. Tell them to check that they have spelt each word correctly once they have copied it and correct it if necessary.
- Allow the children time to complete the activity in their books, then check answers by encouraging children around the class to read out the completed sentences.
- Check answers by calling out the letters for the pictures and asking children around the class to read out the matching sentences.

ANSWERS

1 climbing m 2 eating b 3 throwing a
4 playing g 5 going i 6 riding k 7 buying o
8 walking l 9 collecting j 10 snowboarding d
11 flying e 12 lying f 13 making n 14 growing c
15 skiing h

Optional activity

- Tell the children to look at the words in activity 1 and the words on the board.
- Ask the children to say which of the activities on the board are not shown in the pictures in activity 1. Circle the extra activities on the board.
- Ask the children to draw a picture of one of the circled activities on the board.
- Tell the children to pass their pictures around the class so that they each have someone else's picture. The children should look at the picture and label it with the correct activity from the board.

Optional activity

- Divide the class into two teams.
- Ask a child from Team A to mime one of the activities in activity 1. Children from Team B have to guess the activity.
- Repeat with children from each team in turn and award one point for each correct guess.

Unit 10 Lesson 2 SB page 85

Words & listening

Topics
Activities for different times of year

Functions
Matching activities to seasons; Listening and numbering pictures in order; Matching people to activities

Grammar
Revision of all structures covered so far

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Listening Parts 3 & 4

Equipment
33

Warmer

- Play a game of *Bingo* to revise adjectives (see page 27).

Lead-in

- Ask the children to remember as many activities from Lesson 1 as possible without looking at their books. Write their answers on the board.
- Tell the children to open their books and see which (if any) activities they didn't remember.

1 Look at the pictures on page 84. When in the year are Holly and Harry doing these things? Write.

- Ask the children if they can remember the words for the seasons.
- Show the children the pictures in activity 1 and ask them to say which season each picture shows.
- Tell the children to look at the pictures on page 84. Ask the children when they think Holly and Harry are doing each of the activities – in the spring, the summer, the autumn or the winter?
- The children to write the activities in the boxes depending on when they think Holly and Harry do each activity.
- Ask children around the class to make sentences about the activities, e.g. *I think Holly and Harry are riding on sledges in winter.*
- Ask children which season they like best and why.

ANSWERS

Spring – growing vegetables, walking in the woods, going on a boat trip
Summer – eating in the garden, lying on the beach, playing tennis
Autumn – collecting leaves, flying kites, climbing hills
Winter – snowboarding down a hill, buying new clothes, riding on sledges, skiing down mountains, making a snowman, throwing snowballs

2 Frank and Sophia, two children in Holly's class at school, are talking about the things they like doing in the winter. Listen and number the pictures. 33

- Point to the pictures and ask the children to say what they can see.
- Explain that the children need to listen to the recording and number the activities in the order they hear them.
- Play the recording for the children to listen and number.

ANSWERS

1 (b) snowman 2 (e) snowballs 3 (a) snowboard
4 (f) skis 5 (c) sledge 6 (d) looking at the night sky

Transcript 33

Frank What do you like doing in winter, Sophia?
Sophia Oh, winter's my favourite time of year because it often snows. And I love snow! I always make a snowman – I like doing that. I make arms for him from wood and then I put a carrot for his nose! It's funny.
Frank Yes, and I love making snowballs and throwing them at my brother.
Sophia Oh, I don't like doing that! What else do you do?
Frank Well, I really like snowboarding down the hills behind the castle. I catch the bus there and spend all day doing that with my friends.
Sophia That's nice Frank – but it's very difficult to do that – I go skiing instead. Last year I went with my family. That was the best thing! I entered a competition and won! But my sister fell over while she was skiing and really hurt her knee! She had to go to hospital and have an x-ray. It wasn't broken, but the doctor put a bandage on it.
Frank Oh, that sounds frightening!
Sophia Yes, but you know the best thing for me about winter?
Frank What's that?
Sophia Well, it's riding on my sledge. I like it when I have competitions with my sister to see who can go the fastest! But she's older than me, so I can't really go as fast as her, so she's usually the winner.
Frank Well, do you know what I really like?
Sophia No, what?
Frank Lying in my bed at night looking out at the stars and the moon, just knowing that it's really cold outside, but I'm warm and safe in my bed.
Sophia Oh, that's really boring Frank!
Frank It isn't!
Sophia Oh yes it is!

3 Can you remember who liked these things? Talk with a friend. Listen again.

- Point to the pictures in activity 2 and ask the children if they can remember who liked each activity.
- Allow the children to discuss their answers, then play the recording again for the children to listen and check.
- Check answers by asking *Who likes (making snowmen)?*

ANSWERS

a Frank b Sophia c Sophia d Frank e Frank
f Sophia

Unit 10 Lesson 3 SB page 86

Conversation

Topics
Activities for different weather

Functions
Understanding and acting out a dialogue; Talking about the weather; Playing a game

Grammar
If clauses

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Reading and Writing practice; Speaking practice

Equipment
34; Speaking activity photocopiable139

FLYERS TIP! Information exchange games like the one below will help to prepare children for Part 2 of the Flyers Speaking Test.

Warmer

- Write the headings *Spring*, *Summer*, *Autumn* and *Winter* on the board. Tell the children to copy the headings into their notebooks and write one activity that they like doing in each season under each heading.
- Tell the children to work in pairs and ask and answer questions about each others' activities, e.g. *What do you like doing in the spring?*
- The children should write their partner's activities under the correct headings in their notebooks.
- Invite children to tell the class what they like doing and what their partner likes doing in each season.

Lead-in

- Tell the class that in this lesson, they are going to read about activities for different kinds of weather. Ask the children what words they can remember for weather, e.g. *rain, sun, hot, cold, snow.*
- Ask the children what kind of weather they like or don't like and why.

1 Listen and read. Then act. 34

- Ask children to look at the conversation and the picture. Ask *Who is talking? What are they talking about?*
- Play the recording for the children to listen and follow the conversation in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into pairs to practise acting out the conversation.
- Invite pairs of children to act out the conversation in front of the class.

Optional activity

- Play a memory game. Tell the class to look at the dialogue for one minute and try to remember who says each line.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say a sentence from the dialogue. Ask a child from Team B to say who said that sentence. Award one point for each correct answer.

2 Talk to your friends about the weather.

- Point to the grammar character and read out the speech bubble. Ask the children to find and read out examples of *If* in the dialogue in activity 1.
- Read out the questions and ask the children to think about what they do in each kind of weather.
- Tell the children to talk in pairs about what they do in different kinds of weather.
- Move around the classroom as the children ask and answer the questions. Monitor their performance and help if necessary.
- Invite pairs of children to ask and answer questions in front of the class.

3 Do the speaking activity. TB page 139

- Point to the picture of Holly, Harry, George and Katy and ask a child to read out the speech bubble.
- Divide the class into groups of three or four.
- Hand out copies of the speaking activity (one copy for each group of children). Tell the children to cut out the cards, shuffle them, and place them face down on the desk.
- Explain that the children should take turns (moving clockwise around the table) to turn over a card and make a positive or negative sentence about the activity on the card, e.g. *If it's sunny I go to the beach. / If it's sunny, I don't go to the cinema.*
- If they can say a sentence about the card, they keep the card. The children add up the points on their cards at the end of the game to see who is the winner.
- Allow the children time to play the game in their groups. Move around the classroom as the children play the game and help if necessary.
- Ask children around the class to say what they do when it's sunny / raining / windy / etc.

Unit 10 Lesson 4 SB page 87

Listening

Topics
Holiday plans

Functions
Listening for specific information; Listening and matching people to the things they talk about

Grammar
Revision of all structures covered so far

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Listening Part 1

Equipment
35

Warmer

- Play a game to warm the class up and revise the activities from this unit.
- Divide the class into two teams.
- Tell a child from Team A to choose an activity, but not to say what it is.
- Children from Team B take turns to ask questions to try and guess the activity, e.g. *Is it winter? Are you in the mountains? Are you skiing?*
- The first child from Team B to guess the activity correctly can take a turn to think of an activity for Team A to guess.
- If you like, you can set a limit for the number of questions each team can ask before they guess the activity.
- Award one point for each correct guess.

Lead-in

- Write a selection of adjectives for weather and feelings on the board, e.g. *hot, wet, cold, sunny, scared, bored, tired, hungry.*
- Ask a child to choose a word from the board and make a sentence with *If* , e.g. *If I feel bored, I read a book.*
- Repeat with other children around the class. Cross out the words on the board as the children use them until there are no words left. Children can only choose the words which have not yet been crossed out.

1 The teacher is having a conversation with Harry. Listen to the conversation. Who talks about these things? Listen and draw lines. 35

- Ask children to look at the pictures and say who or what they can see.
- Explain that Harry and the teacher are talking about Harry's holiday plans and that the pictures show the different things they talk about. The children should draw lines to match Harry and the head teacher to the things they talk about.
- Play the first part of the recording for the children to listen and look at the example.
- Play the rest of the recording for the children to draw lines.
- Ask children around the class to say who talks about each thing, e.g. *Harry talks about packing his suitcase. / The teacher talks about the pyramids.*
- Ask an extension, tell the children to listen again and make notes about what Harry is going to do on his holiday. Invite children to use their notes to tell the class about Harry's holiday plans.

ANSWERS

Harry – suitcase, cave, camel, car/buggy in desert, boat
Teacher – pyramids, museum, gold, stars, Bedouin tents, octopus

Transcript 35

Mr Pepper What are you going to do in the holidays?
Harry I'm going to go to Egypt, Mr Pepper.
Mr Pepper I went there many years ago. Perhaps I can tell you about it …
Harry OK. We're going to put everything in our suitcases tonight so we're ready to go in the morning!
Mr Pepper Oh good. Now, are you going to see the pyramids? You know you can go inside the largest pyramid and climb up to the top.
Harry Really? Is it dark in there? Like in a cave?
Mr Pepper Yes, it is!
Harry Yes, I think we might go there, but I'm going to ride on a camel!
Mr Pepper Really? That's great! And you know, there's a very interesting museum. It's in a large city. It's called Cairo. Have you heard of it?
Harry Er … no Mr Pepper.
Mr Pepper Well, you can find out some very interesting things about the history of Egypt there! You can go on a tour and see lots of different things which are made of gold there, too.
Harry Oh right … and I'm going to go in a little car through the desert. Dad says I can drive it!
Mr Pepper Well that's very nice. But is it safe, I wonder? Oh, and you can go on a trip into the desert to see the stars at night, too. It's wonderful.
Harry Oh, I'd like to do that!
Mr Pepper Yes, and you can see how some people called Bedouins live in tents there.
Harry Right … and I'm going to go swimming in the sea.
Mr Pepper The sea can be dangerous sometimes, you know.
Harry Don't worry, I'm going to be really careful.
Mr Pepper Oh well, I saw some interesting things in the sea when I was in Egypt. You might see some too. I saw an octopus! What a strange animal! Did you know that an octopus is one of the cleverest animals in the sea?
Harry No, I didn't, Mr Pepper … but I'm going to go on a boat trip and I might see some dolphins and sharks!
Mr Pepper That sounds exciting. Well, I hope you and your sister have a really great holiday. All the best for the future, Harry.
Harry Thanks, Mr Pepper
Mr Pepper And Harry?
Harry Yes, Mr Pepper?
Mr Pepper You won't go and have another big adventure, will you?
Harry No, I'm not going to have any big adventures, Mr Pepper!

Unit 10 Lesson 5 SB page 88

Reading & writing

Topics
Activities during last year

Functions
Matching pictures to texts; Completing gapped texts; Numbering texts in the correct order

Vocabulary
See the wordlist on page 116 of the Student's Book

Flyers practice
Reading and Writing practice

Equipment
Coloured pencils

Warmer

- Divide the class into two teams.
- Say three activities to children from each team in turn, or write the activities on the board. For example: *riding on sledges / lying on the beach / skiing down mountains.*
- The children have to tell you which activity is the odd one out and why, e.g. *Lying on the beach is the odd one out, because you do the other two activities in the winter.*
- Award one point for each correct answer.

Lead-in

- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

1 Colour round the pictures to match them with the writing boxes.

- Show the class the texts and explain that these are pages from Harry's diary.
- Point to each of the pictures and ask the children to say what they can see and what the people are doing in each picture.
- Ask the children to say what colour each diary page is and to hold up the correct colour pencil.
- Allow the children time to read the texts and colour the outlines of the pictures to match the correct texts.
- Invite children around the class to tell you what colour each picture outline is, e.g. *The picture of the boys playing chess has got a yellow outline.*

ANSWERS

Picture of Grandma with her birthday cake – orange
Picture of the circus tent – grey
Picture of the castle – pink
Picture of the camping tent – green
Picture of the snowball fight – blue
Picture of the boys playing chess – yellow

2 Write the missing words on the pages. Look back at Holly's diary pages to help you write the months.

- Show the class the gaps in the texts and explain that they need to choose words from the boxes to complete each gap. The red box contains the months and the purple box contains the verbs. They will need to use all of the words.
- Encourage children to look back through their books to find Holly's diary pages. This will help them to identify the correct months for the activities.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out the completed texts.

ANSWERS

Pink: May, were looking
Yellow: January, was playing
Blue: December, were throwing
Green: July, were lying
Orange: March, was smiling
Grey: April, was riding

3 Number the different things Harry did in the correct order.

- Tell the children that, the pages of Harry's diary are in the wrong order. Explain that the children need to read the pages, think about when each event took place and number the pages in the correct order.
- Allow the children time to complete the activity in their books.
- Ask the children to read out the first sentences of the texts in the correct order.

ANSWERS

1 yellow 2 orange 3 grey
4 pink 5 green 6 blue

Optional activity

- Ask the children to write five questions about Harry's year, using the information in the texts, e.g. *How long was William playing chess for? What did Harry see in the insect house? Who was riding the unusual bike?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look back at the unit and answer, or try to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

Optional activity

- Ask the children to write a short paragraph about Harry's year.
- The children can write their paragraphs in their notebooks, then read them out to the class.

Flyers practice test pages 89, 90 & 91

Listening, Part 2

Lead-in

- Ask children around the class whether they have ever been to a museum. Ask the children which museum they went to, who they went with and what they saw there.

FLYERS TIPS In Part 2 of the Flyers Listening Test, teach the children to check that they have spelt all words correctly. They can write figures for numbers.

Listen and write. There is one example. 36

- Ask children to look at the heading and the gapped notes. Tell them that the notes are about a museum.
- Ask the children to say whether they will need to write a word or a number for each question.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen and complete the notes, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Invite the children to read out the completed notes.

ANSWERS

1 15th 2 6 3 morning 4 planes 5 525, Hill

Transcript 36

Presenter Listen and look. There is one example.
Man Good morning, Science Museum.
Woman Is that Laketown Science Museum?
Man Yes, that's right.
Woman How do you spell that?
Man It's L-A-K-E-T-O-W-N.
Woman Thanks.
Presenter Can you see the answer? This is an example. Now you listen and write.
Woman I'm phoning find out some information about your museum.
Man What do you want to know?
Woman Well, are you open in the school holidays?
Man Of course we are. We're open every day of the week but the museum closes on the 15th of December until the new year .
Woman And what time can we come?
Man We're open all day from 9 a.m. to 6 p.m. Seven days a week. But it's best to come in the morning if you want to come with your children because it does get very busy in the afternoons.
Woman And what is there that's interesting for children at the museum?
Man Well, there's lots of information about the history of planes and about the history of the telephone. And they can pick things up and play with them. That's very popular with the young ones.
Woman Oh, thank you! That does sound good! Could you tell me where the museum is, please?
Man Have you got a map?
Woman No, sorry, I haven't.
Man Oh, well we're in the centre of town, not far from the shopping centre. Do you know that?
Woman I think so.
Man Well our address is 525 Green Hill Road. Come to the centre of town and ask anyone. It's a very famous museum.
Woman Thank you very much
Man You're welcome … goodbye.

Optional activity

- Tell the children to work in pairs and use the information in the Listening Test to make a conversation about the museum, e.g.
  A What's the name of the museum?
  B Laketown Science Museum.
  A When does the museum close for Christmas?
  B It closes on the 15th December.
- The children can practise their dialogue in pairs, then act it out in front of the class.

Reading & Writing, Part 4

Lead-in

- Point to the picture and the title. Ask children around the class to say what they know about the pyramids. Ask questions to children around the class, e.g. *Where are the pyramids? Who built them? How old are they?*

FLYERS TIP In Part 4 of the Flyers Reading & Writing Test, remind the children to read the whole text before they start trying to fill in the gaps.

Read the text. Choose the right words and write them on the lines.

- Ask the children to look at the picture. Explain that they are going to read a text about the Great Pyramid of Giza.
- Ask the children to read the example sentence and all of the possible answers. Ask them to think about why *over* is the best answer.
- Ask the children to read the rest of the text and choose the best answers. Explain to the children that they must copy the words onto the lines, and that they must spell the words correctly. Tell the children to copy the words exactly and not add anything extra. Remind them to read all of the possible answers, even if they think they have found the right one before they have looked at them all.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 Until 2 tallest 3 took 4 more 5 near 6 has
7 if 8 On 9 how 10 are

Optional activity

- Ask the children to write a short paragraph about a place of interest in their country. Tell them to think about where the place is and what you can see and do there.
- The children can write their paragraphs in their notebooks, then read them out to the class.

11 Our summer holidays

Lesson One SB page 92

Words

Topics
Holiday items

Functions
Forming words from jumbled letters; Listening and matching items to locations

Grammar
Present simple

Vocabulary
See the wordlist on page 117 of the Student's Book

Flyers practice
37; Listening Parts 1 & 3; Vocabulary and spelling practice

Warmer

- Play a game to revise the language from the previous unit.
- Write *Spring, Summer, Autumn, Winter* on the board.
- Divide the class into two teams. Ask children from each team in turn to say a sentence about an activity and when you can do the activity, e.g. *You can ride on sledges in the winter. / You can lie on the beach in the summer.*
- Write the activities they say under the correct headings on the board and award one point for each correct sentence.

FLYERS TIP! Learners will need to spell words correctly in the Flyers Test. To help learners practise spelling, you can have regular Spelling competitions with your class, inviting children to spell words from the Flyers Wordlist.

Lead-in

- Tell the children that they are going to think about holidays in this lesson. Ask children to suggest things that you might take on holiday. Write their suggestions on the board.
- Ask children around the class to say where and when they last went on holiday and what they took with them.

1 Look at the pictures and the letters. Write the words.

- Point to the picture in item *a* and ask the children to say the word (*gloves*).
- Show the children the jumbled letters around the picture and ask them to say the letters in the correct order to spell *gloves*. The children write the word on the correct line.
- Say that most of these are nouns, but *e* and *f* are adjectives.
- Invite children to read out and spell each word.

ANSWERS
a gloves **b** soap **c** belt **d** magazine **e** sunglasses **f** trainers **g** umbrella **h** pyjamas **i** spotted shorts

2 The Brown family are getting ready for their holiday. Listen to their conversation and draw lines to the rucksack or the suitcase. 37

- Explain that the children need to listen and draw lines to match the smaller pictures to the suitcase or the rucksack Look at the picture of the rucksack and challenge children to listen carefully and try to match the items to the correct part of the rucksack – the top pocket or the bottom pocket.
- Play the recording for the children to listen and draw lines.
- Ask *Where (is) the (soap)?* and invite children around the class to say where each item is.
- Ask which item doesn't go in the suitcase or rucksack.

ANSWERS
Suitcase – sunglasses, umbrella, pyjamas, belt
Rucksack – soap, gloves, trainers, magazine
The shorts don't go in the suitcase or rucksack.

Transcript 37

Mum Now then, have you got everything you need, children?
Holly Mum, should I take my new lemon soap?
Mum Yes, just put it in the top pocket of the rucksack.
Holly OK, Mum.
Mum And have you got everything, Harry?
Harry Yes Mum, I think so, but should I put my gloves in the bottom pocket of the rucksack?
Mum You won't need gloves where we're going, Harry!
Harry But I want them, Mum!
Mum Oh, OK then … put them in there!
Holly I think I've got everything now Mum … but should I take my umbrella? I've put it in the bottom of the suitcase already!
Mum But I don't think it's going to rain, Holly.
Holly Well never mind. I like my umbrella and it's new!
Mum Right. OK then! Don't forget your pyjamas. Pack them in the suitcase, please. And you'll need your trainers, too.
Holly I'll put them in the bottom pocket of the rucksack.
Mum OK! Now have you put my magazine in the rucksack, Holly?
Holly Yes, Mum … it's in!
Mum Now … what else shall I take?
Harry Have you got your new sunglasses, Mum?
Mum Oh no, thanks Harry, I'll need them! Just put them in the top of the suitcase for me, would you please? Now anything else?
Harry Yes Mum – I need my belt!
Mum But do you really Harry?
Harry Yes Mum – my trousers will fall down without it!
Mum Well, we can't have that! OK – there's just a bit of space in the top of the suitcase – put it in there, Harry.
Harry OK, thanks Mum.
Mum So, is that everything?
Harry Er … no.
Holly We haven't quite finished yet, Mum!
Mum Oh dear! What will your father say?

Unit 11 Lesson 2 SB page 93

Story

Topics
Holidays

Functions
Understanding and acting out a story; Deciding what to take on different types of holiday; Completing a speaking activity

Grammar
Present simple; Future; *should*; *might*; *can't*; Imperatives

Vocabulary
See the wordlist on page 117 of the Student's Book

Flyers practice
Reading and Writing practice; Speaking practice

Equipment
38; Speaking activity photocopiable 140

Warmer

- Ask children around the class to tell you their favourite place to go on holiday. Ask them when they go there, who they go with and what they do there.

Lead-in

- Slowly write the letters for one of the words in Lesson 1 on the board, pausing after each letter. The children try to guess the word before you have written the whole word.
- When a child guesses the word correctly, they should spell the rest of the word for you to complete it on the board, then find the item in the pictures in Lesson 1.
- You can play this as a game in two teams if you like.

1 Listen and read. Then act. 38

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where is Holly / Mum / Harry / Dad? What is he / she doing?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Ask children to find and say words from Lesson 1 in the story.
- Divide the class into groups of four and allow the children time to practise acting out the story.
- Invite groups of children to act out the story for the class.

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

FLYERS TIP To prepare for the Flyers Speaking Test, make sure learners are confident about sharing, discussing and comparing ideas.

2 What should you take on these holidays? Write two things. Then talk about it with a friend.

- Tell the class that we use *should* to ask for and give advice. Ask the children to find examples of *should* in the story and say whether each example is asking for or giving advice.
- Tell the children to think about and write two things that they think they should take on each kind of holiday, then compare answers with a partner.
- Invite children to give advice to the rest of the class about what to take on each type of holiday.

3 Do the speaking activity. TB page 140

- Tell the class that we use *might* to talk about possibility. Ask the children to find and read out examples of *might* in the story.
- Point to the picture of Holly, Katy, George and Harry and ask children to read out the example exchange.
- Hand out copies of the speaking activity (one copy for each group of four children).
- Divide the class into groups of four. Tell the children to form two pairs in each group.
- Explain the game to the class. Pair A should put all the pictures face up on the table. Pair B should study the pictures for one minute. Pair B should then look away while Pair A removes twelve of the picture cards. Pair A should then put away four of these twelve cards and keep eight of them. These eight cards are the items which Pair A need to take on holiday.
- The children in Pair B take turns to ask Pair A questions, e.g. *Should I take a fan?* If Pair A is holding the fan, they give the card to child in Pair B who asked the question and say: *Yes, you might need a fan.* If Pair A is not holding the fan, they say: *No, you don't need a fan.*
- The children in Pair B continue to ask questions until they have all eight cards. The child in Pair B with the most cards wins the game. The children can then shuffle the cards, swap roles and play the game again.
- Act out a few example exchanges with children around the class, then allow the children to play the game in their groups. Move around the classroom as the children play the game and help if necessary.

Unit 11 Lesson 3 SB page 94

Reading & speaking

Topics
Holidays

Functions
Putting paragraphs in order; Matching paragraphs to pictures; Reading and understanding a conversation; Making sentences with *going to*; Making questions and answers with the present perfect

Grammar
going to; Present perfect; Irregular verbs

Vocabulary
See the wordlist on page 117 of the Student's Book

Flyers practice
Reading practice; Speaking practice

Equipment
Photocopiable activity 141

Warmer

- Divide the class into two teams. Write *Team A* on one side of the board and *Team B* on the other side of the board.
- Ask children from each team in turn to say a word connected to holidays. Write the words they say under the name of their team.
- Award one point for each word. If a child can't think of a word, the other team can have a turn for a bonus point.

Lead-in

- Ask children around the class to make sentences using the words on the board and *should* or *might*, e.g. *You should take sunglasses on a beach holiday. / You might need gloves on a camping holiday.*
- You can play this as a game in two teams if you like, awarding one point for each grammatically correct sentence.

1 Harry is talking about what happened at the start of their holiday. In groups of three, read a part of the story. Then talk about the story together and decide which part of the story comes first, second and third. TB page 141

- Divide the class into groups of three. Hand out copies of the photocopiable activity to each group.
- Explain that the children need to read one part of the story each, then discuss the story with their group. Tell the children to answer the questions under their part of the story and think about when each part of the story took place.
- Invite children to check their answers by asking and answering the questions with other children with the same part of the story.

ANSWERS

Child A:
1 Because the taxi driver took all his money.
2 An unfriendly man said Harry couldn't sit next to the window.
3 Harry felt too hot but excited.
4 I think this is the end of the story.

Child B:
1 People went back to the house three times.
2 They fetched Emma's doll and Harry's money.
3 They went to George's house.
4 I think this is the start of the story.

Child C:
1 There was a problem with one of the car's wheels.
2 A taxi driver took Harry and his family to the airport.
3 George's dad followed them to the airport.
4 I think this is the middle of the story.

- The children should then match the pictures in their books to the parts of the story and number the pictures in the correct order.
- Move around the class as the children complete the activity. Monitor their performance and help if necessary.
- Ask children around the class to read out sentences from the texts in the correct order.

ANSWERS

1 b 2 a 3 c

2 Katy and Sue are having a conversation. Read and make sentences.

- Point to the pictures and ask children to say who they can see (*Katy and Sue*).
- Invite pairs of children to read out the dialogue for the class.
- Show the class the words in columns beneath the dialogue. Explain that they need to choose a word or phrase from each column to make sentences and questions, then answer the questions in pairs.
- Ask children around the class *Have you ever been on holiday?* Elicit the short answer *Yes, I have.* Write the short answer on the board.
- Ask children around the class *Have you ever flown in a spaceship?* Elicit the short answer *No, I haven't.* Write the short answer on the board.
- Tell the children to use the short answers on the board to answer the questions.
- Move around the classroom as the children talk in pairs.
- Invite pairs of children to ask and answer in front of the class.

ANSWERS

Holly's going to fly on a plane. Have you ever flown in a plane?
Holly's going to ride on a camel. Have you ever ridden on a camel?
Holly's going to see the pyramids. Have you ever seen the pyramids?

FLYERS TIP In the Flyers Speaking Test, learners will need to be familiar with a variety of short answers. Practise short answers with your class by asking the children questions in a variety of tenses.

Unit 11 Lesson 4 SB page 95

Writing & speaking

Topics
Experiences

Functions
Matching words to pictures; Recognizing regular and irregular verbs; Talking about experiences

Grammar
Present perfect; Regular and irregular verbs

Vocabulary
See the wordlist on page 117 of the Student's Book

Flyers practice
Reading and writing practice; Speaking practice

Warmer

- Tell the children to write a list of ten things which they would take on holiday with them.
- The children should then ask and answer in pairs to find out what their partner is taking and make another list of the things which their partner is taking on holiday with them.
- Invite children around the class to tell you what things they and their partner are both taking, and what things their partner is taking that they are not taking.

Lead-in

- Ask children around the class to tell you what they can remember about the start of Holly and Harry's holiday.
- Ask *What happened? What did they do? How did they feel?* and encourage children to respond with full sentences. The children can look back at the photocopiable activity from Lesson 3 if they like.

1 Write the words under the pictures.

- Ask children to look at the pictures and name the items. Ask a child to read out the words in the box.
- Tell the children to copy the words under the correct pictures. Remind them to check that they have copied each word correctly and not made any spelling mistakes.
- Ask *What's number (1)?* and invite children to say and spell the words for the pictures.

ANSWERS

1 chopsticks 2 a mountain 3 a helicopter 4 baseball 5 a finger 6 a competition 7 an octopus 8 a tent

2 Write the past participles in the boxes.

- Show the children the list of verbs. Tell the children that some of the verbs are regular and some are irregular.
- Point to the grammar character and read out the speech bubble. Remind the children that we add *-ed* to form the past participles of regular verbs, but that irregular verbs have different past participles.
- Explain that the children need to decide whether the verbs are regular or irregular, then write them in the correct boxes. Remind them to check that they have copied each verb correctly and not made any spelling mistakes.
- Allow the children time to complete the activity, then invite children around the class to read out verbs from each column in the table.

ANSWERS

Regular – climbed, designed, burned, stayed
Irregular – eaten, flown, won, seen

3 Have a conversation. Use the words and pictures from Activities 1 and 2.

- Point to the picture of Harry and George. Ask children to read out the example exchange.
- Act out a few example exchanges with children around the class, then tell the children to ask and answer questions in pairs.
- Move around the class as the children ask and answer. Monitor their performance and make sure all children take a turn at asking questions.
- Invite pairs of children to ask and answer questions in front of the class.

POSSIBLE ANSWERS

Have you ever climbed a mountain?
Have you ever eaten with chopsticks / eaten octopus?
Have you ever won a competition?
Have you ever flown in a helicopter?
Have you ever played baseball?
Have you ever burned a finger?
Have you ever seen an octopus / a helicopter?
Have you ever stayed in a tent?

Optional activity

- Write the headings *Regular* and *Irregular* on the board. Ask the children to think of more verbs for each column. Write their answers on the board.
- Divide the class into two teams. Ask children from each team in turn to use one of the verbs on the board to ask a question to another member of their team, e.g. *Have you ever made a cake?* The other member of the team should give a short answer.
- Award one point for each grammatically correct question and answer.

Optional activity

- Divide the class into two teams.
- Ask questions in a variety of tenses to children from each team in turn, e.g. *Have you ever been to Italy? Do you like beach holidays? Are you going to go on a camping holiday this year? Did you go on a skiing holiday last year?* Tell the children to respond with short answers in the correct tense.
- Award one point for each correct short answer.

Unit 11 Lesson 5 SB page 96

Listening & writing

Topics
Problems on holiday

Functions
Listening and matching people to problems; Writing words in order to form sentences

Grammar
Present perfect

Vocabulary
See the wordlist on page 117 of the Student's Book

Flyers practice
39; Listening Part 1; Writing practice

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Divide the class into two teams. Address children from each team in turn and say *Tell me three (things you can eat / jobs / adjectives / school subjects / things you can take on holiday / things you find in the kitchen).*
- Award one point for each set of words. If a child can't think of three words, their team mates can help.

Lead-in

- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

1 Holly and her mum are at the hotel. They're having a conversation. What has happened to Harry and George? Listen and draw lines. 39

- Show the class the pictures and ask the children to say who and what they can see in each picture, what is happening in the pictures and how the boys feel.
- Play the first part of the recording for the children to listen and look at the example.
- Play the rest of the recording for the children to listen and draw lines to match the smaller pictures to the boys.
- Ask children around the class to say what has happened to Harry and George.

ANSWERS

Harry has eaten ten cakes, has taken some medicine, is lying down in bed
George has fallen off a camel, has broken his toe, is watching cartoons on TV

Transcript 39

Holly Mum … Harry's ill!
Mum Oh dear, no!
Holly Yes, Mum!
Mum What happened?
Holly Well, we had lunch at a really nice restaurant and the waiter brought lots and lots of food – meat and salad and vegetables, and then some very sweet cakes. Harry loved them and he ate ten cakes, Mum!
Mum Ten?
Holly Yes Mum … and now he says his stomach hurts.
Mum Of course his stomach hurts! So where is he now?
Holly He's lying down in bed, Mum. The doctor has given him some medicine and says he has to go without food for twenty-four hours! He's a bit unhappy about that!
Mum Of course he is!
Holly And you know, George has hurt himself too.
Mum Oh no! What's he done?
Holly Well, we went for a camel ride in the desert. And we were riding on our camels. George had quite a large camel. And he was riding very fast when he fell off.
Mum Oh no – and is he all right now?
Holly Well, the doctor has seen him and the doctor says he's broken his toe!
Mum Oh dear. Can he walk?
Holly Not very well, Mum! He's watching cartoons on the children's channel so he's quite happy!
Mum But we didn't pay all this money and come to Egypt to watch cartoons on the children's channel! His mum won't be very happy about that!
Holly But I've had an excellent holiday in Egypt, Mum!
Mum Yes, Holly … you have!

2 Write sentences about the children.

- Show the class the jumbled sentences and explain that the children need to write the words in the correct order to make sentences in the present perfect.
- Ask children to say the words from item 1 in the correct order. Write the words on the board as the children say them.
- Show the children the example, then allow them time to write the rest of the sentences in their books.
- Invite children around the class to read out the sentences.

ANSWERS

1 The children have ridden on camels.
2 Harry has eaten too many cakes.
3 The doctor has given Harry some medicine.
4 George has hurt himself, too.
5 George has broken his toe.
6 Holly has had an excellent holiday in Egypt.

Optional activity

- Tell the children to write five questions to ask their partner about what their partner has done today / this week.
- The children can then ask and answer their questions in pairs. Invite some pairs of children to ask and answer questions in front of the class.

Unit 11 Lesson 6 SB page 97

Extended reading: Holly's diary

Topics
A diary entry

Functions
Recognizing parts of speech; Completing a gapped text

Grammar
Revision of structures presented so far

Vocabulary
See the wordlist on page 117 of the Student's Book

Flyers practice
Reading and Writing Parts 3, 4 & 6

Warmer

- Divide the class into two teams.
- Ask children from each team in turn to choose a word from the unit. The children should say a definition for the word.
- Children from the other team try to guess the word.
- If the children on the other team guess correctly, they win a point. If they don't guess correctly, the first team wins a point.

Lead-in

- Ask the class to think about what they have learnt in this unit.
- Ask children around the class to say what words they have learnt and what happened on Holly and Harry's holiday.

1 Read Holly's diary. Write the nouns in the red boxes and the verbs in the green and purple boxes.

- Ask children to look at the pictures and say what they think Holly's diary entry will be about. (*A day of her holiday in Egypt.*)
- Show the class the coloured boxes in the text and explain that they need to choose words from the correct coloured boxes above the text and write them in the correct spaces. They will need to use all of the words.
- Remind the class to think about what kind of word fits each gap, and to think about the meaning of the sentence around each gap. The coloured boxes will help them to choose which words to use.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out sentences from the completed text.

ANSWERS

was, were staying, pool, stayed, bus, arrived, stairs, met, head, pulled, was riding, was hurting, was crying, restaurant, had, waiter, brought, cakes, bed

Optional activity

- Tell the children to cover the diary text and talk about the adventure. You can ask the children questions to prompt them. Encourage children to tell as much of the story as they can before another child takes over the narration.

Optional activity

- Ask the children to write five questions about Holly's diary entry, e.g. *Where were they staying? What did the mums want to do? Who did Emma stay with? How did they get to the pyramids?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the diary entry and answer, or try to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

Optional activity

- Ask the children to think about a day from their last holiday and to tell the class about it.
- The children can write a short diary entry about a day on their holiday using the diary entry in activity 2 as a model.

Flyers practice test SB pages 98 & 99

Listening, Part 4

Lead-in

- Revise different question and answer forms by asking children around the class to answer questions about themselves. Ask *What time did you get up this morning? How do you usually get to school? What are you wearing today? What have you eaten today?*

FLYERS TIP! A variety of grammar structures are used in Part 4 of the Flyers Listening Test. Make sure that the children are familiar with all the structures in the Flyers structure list to ensure they can achieve full marks.

Listen and tick (✓) the box. There is one example. 40

- Ask children to look at the pictures. Ask them to say what they can see, where the people / items are and what the people are doing.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct picture, then put a tick in the box next to the correct picture, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask the questions and invite the children to answer with the correct letters.

ANSWERS

1 B 2 C 3 B 4 C

Transcript 40

Presenter Listen and look. There is one example. Where did Katy go for her summer holidays?
Man So, Katy, did you enjoy your summer holidays?
Katy Oh yes!
Man Where did you go?
Katy Well, I wanted to go to the desert with my friend, and Mum wanted to visit a big city.
Man So what did you do?
Katy Oh, well we went to the sea.
Man Well, that's really nice!
Katy Yes!
Presenter Can you see the tick? This is an example. Now you listen and tick the box.

1 **Presenter** What time did Katy get up to travel to the airport?
Man So, did you get up very early to catch your plane?
Katy Yes, I did. I went to bed late – at about midnight, and Mum and Dad got us up at four o'clock in the morning.
Man Oh – and what time did you get to the airport?
Katy At about seven o'clock.
Man So you had a long journey then?
Katy Yes, very long!

2 **Presenter** What did Katy see from the window of the plane?
Man Did you like flying in a plane, Katy?
Katy Yes, I did, very much! I sat next to the window.
Man And what could you see from the window?
Katy Well the pilot said we were flying over mountains so I was looking for those but I couldn't see any – only lots of clouds.
Man Oh, is that all?
Katy Well, I saw some rivers too.
Man That's wonderful!

3 **Presenter** Where did Katy stay when she was on holiday?
Man And did you stay in a large hotel when you were on holiday, Katy?
Katy Well, Mum wanted to stay in a hotel but it was really too expensive. So we decided to go camping.
Man You stayed in a tent then?
Katy Yes, but it was very large. And it was a bit strange. It was different from being in a house and it wasn't always dry! But I thought it was exciting.
Man That's great!

4 **Presenter** What did Katy enjoy most about her holiday?
Man So what was the best thing about your holiday, Katy?
Katy Well, I liked the food – we went to a really lovely restaurant and ate pizzas and pasta.
Man And did you see any famous places?
Katy Well, we went to a large museum one day but I thought it was a bit boring.
Man Oh really?
Katy Yes it was just a long day and I was hot and tired. But my favourite thing was … one night there was this storm and I loved the sound of it – it was really noisy! And there was light all over the sky. It was very strange, but it was excellent!
Man You weren't frightened then?
Katy No, I wasn't!

Optional activity

- Ask the children questions about the pictures in the Listening Test. For example: *Did Katy go to the desert? Did Katy get up at seven o'clock? What did Katy see from the aeroplane? Did Katy stay in a hotel? What was the best thing about Katy's holiday?* Invite children around the class to look at their books and answer.
- You could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 6

Lead-in

- Point to the picture and the text. Ask children around the class to say what they can see in the picture, what kind of text they think this is (*a postcard*) and where they think the postcard is from (*Egypt*).

FLYERS TIP In Part 6 of the Flyers Reading and Writing Test, remind the children to think about what tense is being used in each sentence of the text.

Read the postcard and write the missing words. Write one word on each line.

- Ask the children to look at the text. Explain that they are going to read a postcard from Katy, but that some words are missing. Remind the children to read the whole text before they start trying to write the missing words. Make sure that the children understand that some of the information which they will need to complete a gap may be on the previous line or the next line of the text.
- Ask the children to read the example sentence and think about why *am* is the best answer.
- Ask the children to read the rest of the text and think of the best word to complete each gap.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 was 2 were 3 Do 4 ago 5 are

Optional activity

- Ask the children to write a postcard to their friend from a holiday destination. Tell them to think about where they are, where they are staying, what the weather is like and what they are doing on their holiday.
- The children can write their postcards on pieces of paper and illustrate them, then you can display their work around the classroom.

12 Past and future

Lesson 1 SB page 100

Words

Topics
Why dinosaurs became extinct

Functions
Matching words to places, Numbering events in order

Grammar
Past simple

Vocabulary
See the wordlist on page 117 of the Student's Book

Flyers practice
Vocabulary practice; Reading and writing practice

Warmer

- Play a game to warm the class up and revise the language from Unit 11.
- Divide the class into two teams. Ask questions about Holly and Harry's holiday to children from each team in turn, e.g. *Where did Holly and Harry go? What did they take with them? Where did they stay? What happened to George? Why was Harry ill?*
- Award one point for each correct answer. If a child can't answer their question, you can pass the turn to the other team for a bonus point.

Lead-in

- Tell the children that they are going to think about the past and the future in this unit.
- Write the words *Past* and *Future* on the board.
- Ask the children what grammatical words they can think of for talking about the past and the future.
- Write the children's suggestions under the correct headings.
- Ask children around the class to make sentences using the words on the board.

1 Draw lines to match the things to the places.

- Point to the picture of George and Harry and ask a child to read out the speech bubble.
- Show the children the words in the bubbles and explain that these are words connected to geography.
- Tell the children to draw lines to match the places to the things. Tell the children that some words might match more than one place. In that case, the children should draw two lines.
- Do the first item as a class, then allow the children time to complete the activity in their books.
- Check answers by asking children around the class to say the places and matching words.

ANSWERS

1 space – rockets, spaceships
ocean – shells, octopuses
3 city – skyscrapers, stadiums
4 mountains – nests, trees, eagles, streams, stones
5 forest – nests, trees, eagles, stones, streams, ponds
6 desert – pyramids, camels

Optional activity

- Divide the class into two teams.
- Ask a child from Team A to say one of the words (not places) in activity 1. A child from Team B should respond with the correct place.
- Repeat with children from each team in turn and award one point for each correct place (there may be more than one answer, but any logical answer is fine).

2 Number the sentences to find out what some people believe.

- Show the class the picture and ask the children what it shows (*dinosaurs*).
- Ask a child to read out the title. Ask the children what they think *extinct* means (*(a species of animal which) is not alive anymore*).
- Tell the children that the sentences make up an explanation, or theory, about why dinosaurs became extinct, but the sentences are in the wrong order. The children need to read the sentences and number them in the correct order to find out how the dinosaurs became extinct.
- Allow the children time to complete the activity in their books, then check answers by encouraging children around the class to read out the sentences in the correct order.

ANSWERS

a 3 b 4 c 1 d 6 e 5 f 2

Optional activity

- Ask children around the class if they have ever watched a film about dinosaurs. Ask the children to tell you what the dinosaurs in the film looked like and what happened in the film.

Unit 12 Lesson 2 SB page 101

Reading

Topics
The history of London

Functions
Matching sentences to pictures; Guessing when events happened

Grammar
Past simple; Present simple

Vocabulary
See the wordlist on page 117 of the Student's Book

Flyers practice
Reading and writing practice

Warmer

- Play a game of *Bingo* to revise places.
- Ask the children to suggest words for places. Write their suggestions on the board. Elicit the places from activity 1 in Lesson 1.
- Tell the children to write eight of the places on the board in their notebooks.
- Call out the words from the board in random order, making a note of the words you have called out. Do not remove the words from the board.
- If a child has a word you call out in their notebooks, they can cross out that word. The first child to cross out all their words is the winner.

Lead-in

- Point to each of the words on the board and ask the children to suggest things you can find or see in each place. Write their suggestions under the places on the board.
- Focus on the word *city*. Ask the children to say how they think cities were different in the past.

1 Draw lines to match the sentences with the pictures.

- Point to the picture of Harry and Holly and ask children to read out the speech bubbles.
- Tell the children that the sentences and the pictures in activity 1 are about the history of London. Ask children around the class to say what they know about London. (*It's the capital of England. The Queen of England lives there. You can see lots of old buildings there*, etc.)
- Ask the children to look at the pictures and say what they can see and what is happening in each picture.
- Tell the children to read the sentences and draw lines to match each sentence to one of the pictures.
- Invite children around the class to point to one of the pictures and read out the matching sentence.

ANSWERS
1 b 2 a 3 d 4 f 5 e 6 c

2 Look at Activity 1. When did these things happen? Guess and write.

- Point to the picture of the grammar character and read out the speech bubble.
- Ask children to read out the dates in activity 2.
- Explain that the children need to read the sentences and look at the pictures in activity 1 again and guess when each of the events took place. They should write the number of each sentence in activity 1 next to the century when they think the event happened.
- Tell the children that they can work in pairs to complete the activity. Move around the class as the children work and help if necessary.
- Check answers by asking *When do you think (people first bought newspapers in London)?* to children around the class. Encourage the children to respond with full sentences, e.g. *I think people first bought newspapers in London in the 18th century.*
- Ask other children around the class whether or not they agree with the first child's guess.

ANSWERS
1 18th century 2 16th century 3 17th century
4 15th century 5 19th century 6 20th century

Optional activity

- If you have access to the Internet in the classroom, you can tell the children to check their answers in activity 2 by looking up information on the Internet.
- Alternatively, you can bring some reference books to class for the children to look up the events in groups and report back to the class.

Optional activity

- Ask the children what historical events in their town or country they know about. Invite children to tell the class about a historical event in their town or country.
- Ask the children if they know when (in which century) each event happened.

Unit 12 Lesson 3 SB page 102

Writing

Topics
Life in England in the 19th century

Functions
Completing a gapped text; Making sentences about life in the 19th century

Grammar
Past simple; Present simple; Present perfect

Vocabulary
See the wordlist on page 117 of the Student's Book

Flyers practice
Reading & Writing Parts 3, 4 & 6

Warmer

- Play a game to warm the class up and revise the dates and events from Lesson 2.
- Divide the class into two teams.
- Tell a child from Team A to choose a century from activity 2 in Lesson 2 and to ask a child from Team B about it. For example *What happened in London in the (18th) century?*
- The child from Team B should respond with a sentence about the event in London from activity 1 in Lesson 2. For example *People bought newspapers in London for the first time.* Award one point for each correct sentence.

Lead-in

- Ask children to think about what life was like two hundred years ago. Write some words on the board, e.g. *cars, planes, rockets, horses, schools, parks, cinemas, computers, books.*
- Ask children around the class to say a sentence about life two hundred years ago using one of the words on the board, e.g. *There weren't any cars. / There were horses.*
- You can play this as a game in two teams if you like, pointing to a word on the board for children from each team in turn and awarding one point for each correct sentence.

1 Write the missing words.

- Point to the picture of Harry and George and ask a pair of children to read out the speech bubbles.
- Ask children to look at the pictures in the text and say who or what they can see. Ask the children which family is rich and which family is poor.
- Explain that the children need to read the text about life in the 19th century and complete it by writing the verbs from the box in the correct gaps. Tell the children to think carefully about whether a positive or negative verb form is needed for each gap.
- Allow the children time to complete the text in their books, then invite children around the class to read out sentences from the completed text.

ANSWERS

1 had 2 lived 3 didn't have 4 didn't go 5 worked 6 didn't improve

2 Make six sentences about George and Katy in the 19th century.

- Point to the picture of George and Katy and ask a pair of children to read out the speech bubbles.
- Explain that, as George and Katy are pretending to be 19th century children at the moment, we can use the present simple and present perfect to talk about the things that they can't do or haven't done yet.
- Show the children the words in columns and explain that they need to choose a word or phrase from each column to make sentences about George and Katy.
- Allow the children time to write sentences about George and Katy in their notebooks, then invite children around the class to read out their sentences.

ANSWERS

They can't keep their food cold in a fridge yet.
They can't go to other planets in a rocket yet.
They can't take photographs yet.
They haven't ridden racing bikes yet.
They haven't flown in planes yet.
They haven't invented x-ray machines yet.

Optional activity

- Divide the class into two teams.
- Ask children from each team in turn a question about George and Katy in activity 2. For example *Can they ride racing bikes yet? Have they flown in a plane yet?*
- The children should respond using short answers (*No, they can't. / No, they haven't.*). Award one point for each correct short answer.

Unit 12 Lesson 4 SB page 103

Reading & listening

Topics
Life in the future; The planets

Functions
Completing a gapped dialogue; Listening for details about planets

Grammar
will; *might*; Revision of structures covered so far

Vocabulary
See the wordlist on page 117 of the Student's Book

Flyers practice
Reading & Writing Parts 3, 4 & 6; Listening Part 2

Equipment
41

FLYERS TIP Learners will need to be able to compare and contrast in Part 1 of the Flyers Speaking Test. Prepare them by allowing them plenty of practice at comparing and contrasting two pictures, situations, people and things.

Warmer

- Ask the children to remember what they learnt about life for children in England in the 19th century. Invite children around the class to make sentences about children in the 19th century.
- Ask children to suggest ways in which life is better for children in the 21st century.

Lead-in

- Tell the class that in this lesson, they are going to think about life in the future.
- Tell the children that we can use the phrases *I think* ... and *I hope* + *will* to make predictions about the future. Write these phrases on the board.
- Invite children around the class to use one of the phrases on the board to make a prediction about the future. Prompt children by asking questions such as *Where do you think people will live in the future? How do you think people will travel? What do you think people will wear?*

1 Read the conversation and write the words.

- Point to the picture of Holly and ask a child to read out the speech bubble.
- Ask the children to look at the dialogue. Ask *Who is talking? What are they talking about?*
- Tell the children to read the dialogue and write the words from the box in the correct gaps.
- Ask children around the class to read out lines from the completed dialogue.
- Divide the class into groups of five to practise acting out the dialogue.
- Invite groups of children to act out the dialogue in front of the class.

ANSWERS
1 visit 2 fly 3 live 4 see 5 learn 6 invent

Optional activity

- Play a memory game. Tell the class to look at the dialogue for one minute and try to remember who says each line.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say a sentence from the dialogue. Ask a child from Team B to say who said that sentence. Award one point for each correct answer.

2 Listen to the teacher talking about the planets. Write down the information. 41

- Point to the pictures and ask the children if they know which planet each picture shows.
- Show the children the gapped fact files and explain that they need to listen and complete the information.
- Play the first part of the recording for the children to listen and look at the example.
- Play the rest of the recording for the children to complete the information in their books.
- Check answers by asking questions to children around the class. For example *How many moons has Saturn got? When did the first rocket go around Saturn?*

ANSWERS
Saturn: 18, 1st July 2004, Cassini, bright, ice
Mercury: no moons, 18th March 2011, below, -184 °C, about 400 °C

Transcript 41

Teacher Space is a really exciting place. It's full of other planets which also travel round our sun. Our world only has one moon but did you know that but many planets have more than one moon and some planets have no moons at all? And the temperatures are different on each planet too. Today we're going to learn about some different planets.
Let's think about Saturn. Saturn has eighteen moons – that's more than any other planet! A rocket first went all the way round this planet on 1st July 2004. This rocket was called Cassini – that's spelt C-A-S-S-I-N-I. Saturn is an unusual planet because it has rings round it. Saturn's rings are made mostly of water and ice but they also have a few rocks in them.
Now, let's look at the planet called Mercury. It's very interesting that Mercury doesn't have any moons, and did you know that the first rocket went round Mercury on the 18th March 2011. That isn't very long ago, really. Once, people believed that there was no water on Mercury but new information shows us that there could be ice in the north part of this planet.
Now, the temperature on Mercury is below zero – yes it's minus 184 degrees in the dark part of the planet – that's very cold. But when the sun warms the planet it gets very hot: about 400 degrees centigrade!
Now, could you please write down the important information in your books then find out about two other planets from another student in the class.

Unit 12 Lesson 5 SB page 104

Listening & speaking

Topics
Future plans

Functions
Completing a speaking activity; Listening and matching people to their plans; Talking about your future plans

Vocabulary
See the wordlist on page 117 of the Student's Book

Flyers practice
Listening Part 1; Speaking practice

Equipment
42; Speaking activity photocopiable142

Warmer

- Play a spelling game with the class.
- Invite children around the class to say words from the unit for other children in the class to spell orally.
- You can play this as a game in two teams if you like.

Lead-in

- Ask the class to think about what they have learnt in this unit.
- Ask children around the class to say what words they have learnt, what facts they have learnt about the past, what they have learnt about the planets and what predictions for the future they've read about.

1 Do the speaking activity. TB page 142

- Point to the picture of Holly and Katy and ask a pair of children to read out the example exchange.
- Hand out copies of the speaking activity (one copy cut in half for each pair of children).
- Explain to the children that they need to ask and answer questions with their partner to complete the information on their cards.
- Act out a few example exchanges with children around the class, then allow the children to carry out the activity in pairs. Move around the classroom as the children work and help if necessary.
- Invite some pairs of children to ask and answer questions in front of the class, or to describe Neptune or Jupiter to the class.

2 The children are talking about what they'll do in the future. Listen and draw lines. 42

- Tell the children that they are going to hear the children talking about their plans for the future (what they want to do/be in the future).
- Show the class the pictures and ask the children to say who or what they can see in each picture, and what the people in the pictures are doing.
- Introduce Sarah and Robert and explain that they are two of Holly and Harry's friends from school.
- Play the first part of the recording for the children to listen and look at the example.
- Play the rest of the recording for the children to listen and draw lines to match the people to the jobs / things they want to do in the future.
- Check answers by asking questions to children around the class. Ask *What does (Sarah) want to do when (she) grows up?* Encourage the children to respond with full sentences, such as *Sarah wants to be an astronaut (when she grows up)*

ANSWERS

Sarah – astronaut
Katy – actor
Harry – singer
Emma – octopus
George – fireman
Robert – clown
Holly – artist

Transcript 42

Harry What will you be when you grow up, Sarah?
Sarah Oh, I'll be a great astronaut! I'll go into space and walk on planets far away!
Harry Wow Sarah! That'll be wonderful! And what about you Katy?
Katy Well I really like English and I love singing and dancing, so I think I'll be a famous actor on the stage in London. What will you be, Harry? You're going to be a teacher, aren't you?
Harry No, I don't want to be a teacher anymore. I think I'll be a famous singer in a rock band! And I'll play my music in concerts all over the world!
Emma I think I'll be an octopus and swim in the ocean!
Katy You can't be an octopus, Emma!
Emma I can if I want!
Katy What about you, George. What will you be?
George I'll be a brave fire fighter! I'll drive a big red fire engine and I'll look after all the houses in London!
Holly And what will you be when you grow up Robert?
Robert I'll join the circus and be a clown. And I'll ride a bicycle with one wheel round the circus ring. And all the children will love me.
Harry Really, Robert? That's exciting! But what will you be when you grow up Holly?
Holly Oh … I don't know yet really. I think I'll be a famous artist. I love drawing and painting. And I'll travel around the world. But for now I think I'll just stay at home. I love my home and my family.

3 Have a conversation with your friends about what you'll do in the future.

- Write the prompts *Where / live? What / job / do? Where / go? What / do?* on the board.
- Tell the children to talk in pairs about their plans for the future. Tell them that they can use the ideas on the board or their own ideas. Remind them to use *will* to talk about future plans.
- Move around the class as the children talk in pairs. Monitor their performance and make sure that all children are taking a turn to speak about their plans.
- Invite children to tell the class about their partner's plans for the future.

Flyers practice test pages 105, 106 & 107

Listening, Part 1

Lead-in

- Describe a child in the class for the rest of the class to guess. Talk about what the child looks like, what they are wearing and what they are doing.
- The first child to correctly guess who is being described can take a turn to describe another child for the rest of the class to guess.

FLYERS TIP In Flyers Listening Part 1, teach learners to draw clear, straight lines so that there can be no confusion about their answers.

Listen and draw lines. There is one example. 43

- Ask the children to look at the picture. Ask *What can you see? Where is he/she? What does he/she look like? What's he/she doing? What's he/she wearing?* Elicit answers from children around the class.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books. Tell the children that they should draw lines to match the names to the people, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class.

ANSWERS

Betty – the girl with the butterfly on her sweater, reading a book about planets
Oliver – the boy with curly hair, eating sweets
Sophia – the girl standing by the door with her hands in her pockets looking at a picture of dinosaurs
Frank – the boy drawing rockets on the board
Lily – the girl wearing a coat and holding an umbrella

Transcript 43

Girl We had a great time at school this week! It was our first week at our new school!
Man I know! So what did you do?
Girl The teacher taught us some new and exciting things and I've made lots of new friends!
Man Have you? That's wonderful!
Girl Yes, these are my new friends. That's Michael, there, with the brown shorts on. He's drawing a picture of a mountain with ice on it.
Man Yes, I can see that!
Presenter Can you see the line? This is an example. Now you listen and draw lines.
Man And look at that girl with the butterfly on her sweater.
Girl Which girl?
Man The one who's got a book about the planets! So, what's her name?
Girl Oh, that's Betty. She's my best friend.
Man She looks a bit like you! Can you see that boy over there?
Girl Do you mean the boy with the curly hair? That's Oliver.
Man Yes … he's a bit naughty. Look! He's got a bag of sweets in class.
Girl Yes, he likes them!
Man Well he shouldn't have them in class!
Girl I know!
Man And that girl there – the girl who's got her hands in her pockets. What's her name?
Girl You mean the girl who's standing up and talking to the teacher?
Man No, the girl who's looking at a picture of some dinosaurs.
Girl Oh yes … that's Sophia.
Man Is she nice?
Girl Yes, but she's a bit quiet.
Man And look at that boy over there. What's he doing?
Girl The boy who's drawing rockets on the board?
Man Yes.
Girl Oh that's Frank. He's very interested in Space. He's telling the class about what he wants to do in the future.
Man And what does he want to do?
Girl Well, he says he's going to be an astronaut!
Man Oh really?
Girl And can you see that girl over there?
Man Do you mean the one who's holding the violin?
Girl No, the one who's wearing a coat and holding an umbrella.
Man Yes … who's that?
Girl That's Lily.
Man Why's Lily got her coat on in the classroom?
Girl Well, she was going to go to the doctor's because her elbow was hurting, and it was raining that day.
Man Oh, I see!

Optional activity

- Play a memory game. Tell the children to look at the picture in the Listening Test for one minute and think about what they can see and what the people are doing in the picture.
- The children close their books. Say true or false sentences about the picture. For example *Lily is holding an umbrella. / Oliver is eating a sandwich.* Invite children to answer *Yes* or *No* from memory.
- You could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 5

Lead-in

- Point to the picture and the title. Ask children around the class to say what they think they will read about in the text.
- Ask children around the class if they can remember their first day at a new school. Ask them to say how they felt and what happened on their first day at their new school.

FLYERS TIP In Part 5 of the Flyers Reading & Writing Test, remind learners to read the whole text before they start trying to complete the sentences.

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

- Ask the children to look at the picture. Explain that they are going to read a text about Harry and George's first day at their new school. Remind the children that the picture is there to support the text, but they will not find the answers in the picture. They will need to read the text carefully to find the answers.
- Ask the children to read the example sentences and say how many words have been completed in each example. Tell the children that they can use up to four words, but no more.
- Ask the children to read the text and complete the sentences. Allow them time to complete the test in their books.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 (a bit) worried 2 long way 3 was waiting 4 at the front 5 a tour of 6 pizza 7 scored (two) goals

Optional activity

- Ask the children to read the text again and write five questions about Harry and George's first day at their new school in their notebooks.
- The children can swap notebooks with a partner, look at the text again and answer their partners' questions.

Revision 3

Revision 3 SB pages 108–110

Aims

To revise vocabulary, grammar and tests skills from *Hello!* unit to Unit 12

Flyers practice

The Revision sections prepare learners for all parts of the Flyers Tests

Equipment

44

Warmer

- Play a game of *Hangman* to warm the class up and revise the words from Hello! unit to Unit 12 (see page 19).

Lead-in

- Write the headings *Camping, Adjectives, Seasons, Holidays, The past* and *The future* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.
- Point to a word on the board and a child to make a sentence with that word.
- Repeat with other words and other children.
- You can play this as a game in two teams if you like.

FLYERS TIP After completing this book, learners will be familiar with all the types of task in the Flyers Test. In order to give them confidence in competing the test papers in the time allowed, it is a good idea to give them at least one complete practice test before the day they take a Flyers Test.

1 Look at the pictures in the first grid. Write the first letter of each word in the second grid to complete the crossword.

- Ask children to look at the pictures in the first grid and say the correct word for each picture. Ask the children to say what letter each word begins with.
- Show the class how the example word has been written in the second grid, then allow the children time to complete the second grid in their books.
- Move around the classroom as the children work and help if necessary.
- Call out numbers from the grid. Invite children to respond with the correct word and then spell it.

ANSWERS

1 earth 2 tyres 3 gym 4 motorway 5 streams
6 steps 7 invitation 8 tune 9 pyjamas
10 skyscraper 11 rucksack 12 stadium
13 quiz 14 stones 15 ocean 16 land

Optional activity

- Tell the children to make a secret message for their partner. The children should use the key in activity 1.
- The children can then swap messages with a partner and try to decipher each other's secret messages.
- Invite children to read out their partners' secret message to the class.

2 Draw lines and make sentences.

- Focus attention on the first halves of the sentences. Ask children around the class to say what they do in each situation.
- Tell the children to read the sentence halves and join them by drawing lines.
- Ask children around the class to read out the completed sentences.

ANSWERS

1 I try to take a picture of it.
2 I go fishing in a stream near my house.
3 I take my kite to the top of a hill and fly it.
4 I ride down the hills on my sledge.
5 I take an umbrella with me.
6 I go skating with my friend there.
7 I hide under my blanket because it's frightening.

3 Look at these pictures. They tell a story but they are not in the correct order. With your friend, number the pictures and tell the story.

- Point to the pictures and ask the children to say who or what they can see, what the people are doing and how they think the people feel in each picture.
- Tell the children to talk in pairs and decide what order the pictures should go in to tell the story.
- Invite children around the class to tell their version of the story.

4 Listen and check. Was your story different? Talk to your friend about all the things that were different in your story. 44

- Tell the children that they are going to hear the story. Tell them to listen and think about the differences between their story and the story on the recording.
- Play the recording for the children to listen and make notes about the differences.
- Tell the children to talk in pairs about how their story was different to the story on the recording. Invite children to report back to the class.

Transcript 44

Man So … did you have a good holiday Richard?
Boy Not really, no!
Man Oh, what do you mean?
Boy I went on a skiing holiday in the mountains with my family – that's Mum and Dad, and my little sister, Lily. The first day, everything was great and it was really sunny when we all went up to the top of the mountain in the ski lift.

Man Well, that sounds wonderful!
Boy Yes, well, I'm very good at skiing, but Lily isn't. Anyway, I was skiing down the mountain. But then suddenly Mum shouted 'Stop Jack! Lily has fallen over in the snow!' I was a bit unhappy because I was going very fast and it was exciting, but I stopped and went back to where Lily and my parents were. Lily was sitting in the snow. She couldn't get up and she was crying a lot, which isn't unusual! But Mum and Dad were very worried!
Man So, what happened next?
Boy Well I saw our skiing teacher – he had his phone with him and he telephoned someone.
Man Who did he phone?
Boy Well I don't really know, but the next thing that happened was we saw this big red helicopter in the sky over the mountain. Anyway, the helicopter came down and they put Lily inside on a kind of bed. And then I flew in the helicopter with my parents and Lily. That was excellent! I was really excited about that. I could see the tops of the trees and the people looked so little!
Man But what about your sister?
Boy Oh yes … well, they took us all to a hospital in a town not too far away.
Man And was Lily OK?
Boy Yes … the nurses and doctors were very kind. But she's got a broken leg and she can't walk on it for eight weeks!
Man Oh no!
Boy But she's OK. She just can't play volleyball in her school team so she's a bit unhappy about that. Mum says we're never going to go skiing again!
Man Well, I can understand that!
Boy But I love skiing!
Man Never mind … there are lots of other sports you can do.
Boy Yes, I know … but skiing's my favourite!

5 Write the missing words.

- Tell the children that the text is about The Great Ice Age. Ask the class if they know what an ice age is. (*A time in history when our planet was very cold and the earth was covered in ice and snow.*)
- Show the class the gaps in the text and explain that they need to choose the best word from the box to complete each gap.
- Explain that the children should read the information around each gap to help them find the correct words.
- Remind the class to think about what kind of word fits each gap, and to think about the meaning of the sentence and what tense the sentence is in.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out sentences from the completed text.

ANSWERS

1 been 2 was 3 happened 4 rain 5 fell 6 living
7 looked 8 go 9 are 10 believe 11 find

Optional activity

- Tell the children to write three questions about the Ice Age, e.g. *When was the last ice age? What animals lived before the ice age? What did mammoths look like?*
- Divide the class into two teams. Children from each team in turn ask one of their questions to the other team.
- The children in the other team can look at the text in activity 5 to answer, or try to answer from memory
- Award one point for each correct answer.

6 Draw lines to match the questions and answers. Then act.

- Ask the children to look at the speech bubbles Explain that they are going to match the questions and answers to make a dialogue.
- Allow the children time to match the questions and answers by drawing lines. Then ask children to read out the matching questions and answers.
- Tell the children to practise the dialogue in pairs, then invite pairs of children to act out the dialogue in front of the class.

ANSWERS

1 c 2 b 3 d 4 a

7 Now you ask questions about the pictures below and answer them.

- Tell the class to look at the pictures and say what they can see.
- Tell the children to think of questions that they could ask their friend about each picture. Elicit suggestions for the first set of questions, e.g. *Have you ever ridden a camel? Where were you? When did you ride the camel? Did you enjoy it?.*
- Tell the children to ask and answer their questions in pairs.
- Invite pairs of children to ask and answer questions in front of the class.

Optional activity

- Ask the children to think of six words from the *Hello!* unit to Unit 12 and write a definition for each word without using the words.
- The children can then swap definitions and write the words for their partners' definitions.

Flyers Speaking preparation

SB page 111

Aims

This section prepares learners for all parts of the Flyers Speaking Test

Equipment

Speaking Test photocopiable 126–127

Warmer

- Ask children around the class questions about themselves, e.g. *What's your name? What do you do on Mondays? Have you ever been to a circus? What did you do last summer?*
- Tell the children to make short dialogues asking and answering questions about themselves, then invite pairs of children to act out their dialogues in front of the class.

Lead-in

- Ask the class to say the words for the seasons (*spring, summer, autumn, winter*). Write the words on the board.
- Ask the children to suggest as many activities as they can for each season. Write the activities under the correct seasons.

FLYERS TIP! Teach learners how to ask for repetition or clarification in English. This will make them more confident if they don't understand something during the Flyers Speaking Test. Teach them phrases such as *I don't understand. I don't know. Sorry? Pardon? Can you say that again, please?*

1 Look at the pictures and the example. Now you tell the story with a friend.

- Tell the children to look at the pictures. Explain to the class that the pictures tell a story. Ask children around the class to say what is happening in each picture and how they think the people in the pictures feel.
- Ask a child to read out the example speech bubble.
- Tell the children to talk about the rest of the pictures and tell the story with their partner.
- Invite children around the class to tell the story.

SUGGESTED ANSWERS

Now Jenny is scared. She can see two scary shapes in the fog. They look like two scary people.
Jenny hides behind a tree. Her dog hides, too. They are very scared.
Now a boy is smiling at Jenny and her dog. He wants them to come with him. Jenny and her dog are following the boy.
The boy has made a snowman. He's showing the snowman to Jenny. The snowman is wearing a hat and a scarf. It's got a carrot for a nose. Jenny and the boy are laughing. The dog is happy, too.

Optional activity

- Tell the children to think of a new ending for the story. They can draw two new pictures (replacing pictures 4 and 5 in activity 1), then tell the class the story with their new ending.

2 Write the different times of year under the pictures.

- Tell the children to look at the pictures and label them with the words in the box.
- Ask children around the class to talk about each picture, saying what season it is and what is happening in each picture.

ANSWERS

1 summer 2 autumn 3 winter 4 spring

3 Talk about the things you do at different times of year.

- Tell the children to think about what they do in each different season and to discuss their favourite activities with their partner.
- Ask the children to tell the class what they do in each season and what their partner does in each season.

4 Now do the Speaking test.

TB page 126–127

You can now do the Term 3 Speaking Test with the children individually. See pages 120 to 122 for full instructions, and pages 126 and 127 for the test.

Unit 9 Lesson 4

Transcript 31

Head teacher Good morning. Could I speak to Mrs Brown, please?
Mrs Brown Speaking.
Head teacher Oh, now Mrs Brown, I don't mean to worry you but it's about Holly and Harry.
Mrs Brown What about Holly and Harry?
Head teacher Well, I'm afraid there was a bit of a problem on the camping trip.
Mrs Brown Really? What's happened?
Head teacher Now, there's nothing for you to worry about but Holly and Harry were missing on Sunday night. The teachers and the children were very worried about them.
Mrs Brown What do you mean, missing?
Head teacher Well, they decided to have an adventure. That's what Harry said anyway. They went to visit a cave not too far from where we were camping.
Mrs Brown How far?
Head teacher Er … two kilometres.
Mrs Brown Two kilometres?
Head teacher Er, yes, that's right.
Mrs Brown And when did you find them?
Head teacher Early this morning, but they're fine, don't worry.
Mrs Brown So they spent all night outside in the dark alone?
Head teacher Well yes, but they found a nice dry cave and they were sleeping there quite happily when we found them.
Mrs Brown They were sleeping in a cave? All night? My children?
Head teacher Er … yes. But they are all right you know. They're warm and …
Mrs Brown So where are they now?
Head teacher Well, they're at the hospital in town.
Mrs Brown At the hospital?
Head teacher Yes … but the doctors are looking after them. Harry's broken his toe.
Mrs Brown He's done what?
Head teacher Er … he's broken his toe I'm afraid … he fell over and there was a rock, you see and …
Mrs Brown And what about Holly?
Head teacher Well, she's hurt her finger.
Mrs Brown And how did she hurt her finger?
Head teacher They made a fire to keep warm in the night and she burned it a little.
Mrs Brown Oh dear! I'm coming right now.
Head teacher Er … Mrs Brown. Do you know where the hospital is?
Mrs Brown Of course I do.
Head teacher Well, the visiting hours are between six o'clock and half past eight, so you can see the children this evening.
Mrs Brown Never mind that! They're my children. I'm coming to see them now!
Head teacher Well I'm sure that will be all right. Er … when you get to the hospital, go to the desk and ask for the Swan room. That's where they are. You need to talk to the nurse there, Nurse White that's her name. There are other children with them. They're having a good time so please don't worry.
Mrs Brown Have they eaten anything?
Head teacher Sorry?
Mrs Brown Have the children eaten anything?
Head teacher Oh yes … they had pizza and chips for lunch But Mrs Brown … I don't know why Holly and Harry thought it was all right to leave their teachers but I hope it won't happen again.
Mrs Brown Don't worry Mr Pepper. It won't ever happen again! Holly and Harry are staying at home in future! No more school trips for them!
Head teacher Oh now Mrs Brown … please don't be too …

Teaching notes for Speaking tests

Here is a summary of the contents of the *Flyers* Speaking Test:

	Main skill focus	Input	Expected response/item type
1	Understanding statements and responding with differences	Two similar pictures; oral statements describing differences between the two pictures	Identify six differences in candidate's picture from statements made about the other picture
2	Responding to questions with short answers Asking questions to elicit information	One set of facts and one set of question prompts	Answer and ask questions about two people, objects or situations
3	Understanding the start of a story; Continuing it using ideas from the pictures	Picture sequence which tells a story	Describe each picture in turn in order to tell the story
4	Understanding and replying to personal questions	Open-ended questions about the learner	Answer personal questions

Class activities to prepare for the *Flyers* Speaking Test

The speaking activities in the book will all help to prepare children for the Flyers Speaking Test, but here are a few additional ideas that you might like to use.

Practice for Part 1

- Give the children plenty of practice at identifying things in pictures. Look at pictures together as a class and ask individual children to point to particular things in the pictures. You can also take opportunities to do this while children are working individually in their books. Ask a child *Where's the ...?* and let him/her point to the appropriate object in the book.
- Ask the children questions about specific things in the pictures, e.g. *What's this? How many people can you see? What's the boy doing/wearing? What's next to the car?* Encourage the children to use the present continuous to describe what people or animals are doing. Make sure each child is given regular opportunities to answer questions.

Practice for Part 2

- Give the children the opportunity to practise describing objects, people and situations. Ask them to think of an item, and encourage them to write questions and answers about it, e.g. for an object: *What is it? It's a ball. What colour is it? It's blue. Where is it? It's in my garden. Whose is it? It's my sister's.*
- Let the children work in pairs to ask and answer questions about each other's items.
- As the children get better at this, you can ask them to describe more complex situations, such as holidays and days out. For example, *Where did you go? To the circus. What did you see? acrobats; Who did you go with? My cousin.* Give the children plenty of practice in forming these questions.

Practice for Part 3

- Make a set of basic pictures which tell a story. Cut these up and give them to small groups of children.
- Tell the story, using known vocabulary, and ask the children to put the picture in order.
- Children can repeat this activity in pairs, making picture stories about their family or friends, or what they have done recently. They cut these up and pass them to a partner to order while they tell the story.
- Remind the children to try to use the present continuous for things happening in the story.

Practice for Part 4

- Ensure that children have lots of practice of answering questions relating to their own lives. At the beginning of the term, write lots of 'personal questions' on pieces of card and put them in a box. Some questions should begin with a question word. Make sure you only include question words that the children have already covered in their lessons so far. (Flyers question words: *how, how many, how old, what, where, which, who, whose.*)
- Other questions can be 'yes/no' questions, e.g. *Have you got a ...? Do you like ...? Can you ...?* Again, make sure you only include structures that children are already familiar with.
- At the beginning or end of each lesson, take a question from the box and read it out. Choose several children at random to answer the question, repeating the question each time. Encourage children to listen carefully to the question word at the beginning of each question.
- Make sure all children are given the opportunity to answer a question over the course of several lessons.
- You can also give students the chance to talk together in English at the beginning and end of lessons. Encourage fluency at these times, and don't correct too many mistakes. Ask them to talk about topics such as their family, their home, their last holiday, and weekend activities.

Term 1 Speaking Test TB pages 123–124

Speaking Part 1

- Give out one half of Speaking Part 1 to a child, and keep the other half for your use.
- Explain that the two pictures look the same, but there are six differences between them.
- Make statements about your picture and encourage the child to find and explain the difference between the two pictures.

ANSWERS

In the first picture, the rucksack is on the chair. In the second picture, the rucksack is on the bed.
In the first picture, the violin is next to the door. In the second picture, the violin is next to the bed.
In the first picture, there's a brush on the shelf. In the second picture, there's a book on the shelf.
In the first picture, there's a letter on the mat. In the second picture, there's a brush on the mat.
In the first picture, there's some rubbish in the bin. In the second picture, there isn't any rubbish in the bin.
In the first picture, there's a CD player on the desk. In the second picture, there's a computer on the desk.

Speaking Part 2

- Give out one half of Speaking Part 2 to a child, and keep the other half for your use.
- Explain that the child needs to ask and answer questions to find the information to complete their tables.

Speaking Part 3

- Give the child a copy of Speaking Part 3. Explain that the child needs to use the pictures to tell a story.
- Ask the children to look at the pictures and think about what is happening in each scene. Tell them that they are going to talk about the story.
- Set a time limit of three minutes, for example, for the test. The child can describe one of the pictures, saying where the people are, what they can see, what the people are doing, how the people feel, etc.
- Remember that the children need only say a few words about each picture to get across the main points.

SUGGESTED ANSWERS

Two boys are in the kitchen. They're hungry, but there isn't any food.
The boys are looking at a recipe book. They want to cook some biscuits. They're happy.
The boys are cooking. They're making a mess. There's an egg on the floor. There's flour on the table. The boys are putting salt in the bowl.
The biscuits are in the oven. The kitchen is very messy. The boys are worried.
The boys are eating the biscuits. The biscuits are horrible!

Term 2 Speaking Test TB pages 124–125

Speaking Part 1

- Give out one half of Speaking Part 1 to a child, and keep the other half for your use.
- Explain that the two pictures look the same, but there are six differences between them.
- Make statements about your picture and encourage the child to find and explain the difference between the two pictures.

ANSWERS

In the first picture, the woman is looking at a map. In the second picture, the woman is looking at a book.
In the first picture, the man has got a camera. In the second picture, the man has got an umbrella.
In the first picture, there are clouds in the sky. In the second picture, there aren't any clouds in the sky.
In the first picture, there are lots of plates on the table. In the second picture, there are lots of knives and forks on the table.
In the first picture, there's a picture of a king on the wall. In the second picture, there's a picture of a queen on the wall.
In the first picture, there's a flag on the wall. In the second picture, there's a mirror on the wall.

Speaking Part 2

- Give out one half of Speaking Part 2 to a child, and keep the other half for your use.
- Explain that the child needs to ask and answer questions to find the information to complete their tables.

Speaking Part 3

- Give the child a copy of Speaking Part 3. Explain that the child needs to use the pictures to tell a story.
- Ask the children to look at the pictures and think about what is happening in each scene. Tell them that they are going to talk about the story.
- Set a time limit of three minutes, for example, for the test. The child can describe one of the pictures, saying where the people are, what they can see, what the people are doing, how the people feel, etc.
- Remember that the children need only say a few words about each picture to get across the main points.

SUGGESTED ANSWERS

A boy and a girl are visiting a zoo with their mum. They're happy. They're running.
The boy and girl are looking at a map. They want to go to the playground. Mum wants to see the animals.
They see a big lion. It makes a loud noise. The girl is scared. She is hiding behind her mum.
Now they are in the insect house. The boy is looking at a big spider. He is scared. He's hiding behind the girl.
Now they are in the playground. The children are happy. Mum is watching the boy and girl.

Term 3 Speaking Test

Speaking Part 1

- Give out one half of Speaking Part 1 to a child, and keep the other half for your use.
- Explain that the two pictures look the same, but there are six differences between them.
- Make statements about your picture and encourage the child to find and explain the difference between the two pictures.

ANSWERS

In the first picture, there are two rucksacks between the tents. In the second picture, there are three rucksacks between the tents.
In the first picture, a boy is sitting next to the fire. In the second picture, a girl is sitting next to the fire.
In the first picture, there's a moon in the sky. In the second picture, there are stars in the sky.
In the first picture, there's a magazine on the ground. In the second picture, there's a newspaper on the ground.
In the first picture, there's a woods next to the campsite. In the second picture, there's a river next to the campsite.
In the first picture, the man is taking some biscuits out of his bag. In the second picture, the man is taking some gloves out of his bag.

Speaking Part 2

- Give out one half of Speaking Part 2 to a child, and keep the other half for your use.
- Explain that the child needs to ask and answer questions to find the information to complete their tables.

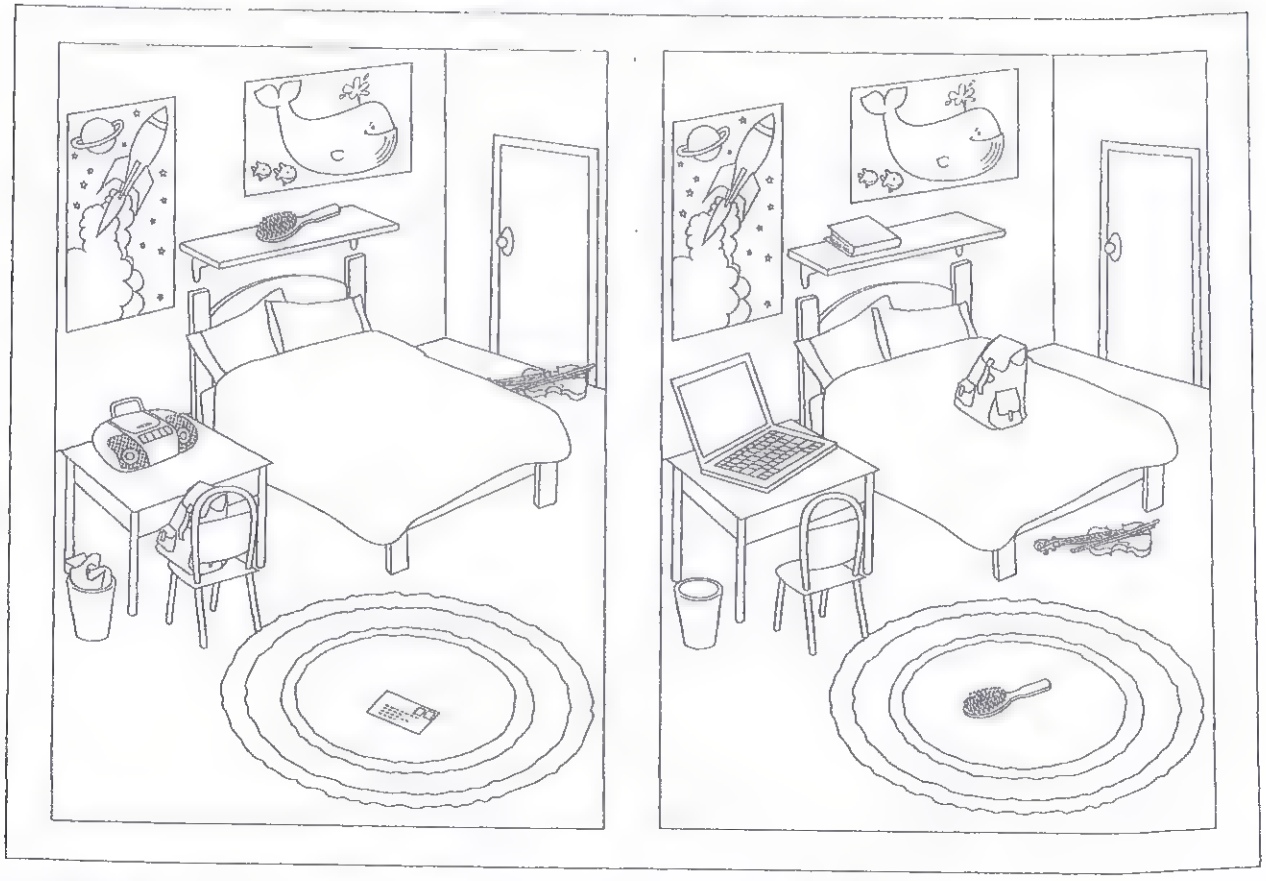
Speaking Part 3

- Give the child a copy of Speaking Part 3. Explain that the child needs to use the pictures to tell a story.
- Ask the children to look at the pictures and think about what is happening in each scene. Tell them that they are going to talk about the story.
- Set a time limit of three minutes, for example, for the test. The child can describe one of the pictures, saying where the people are, what they can see, what the people are doing, how the people feel, etc.
- Remember that the children need only say a few words about each picture to get across the main points.

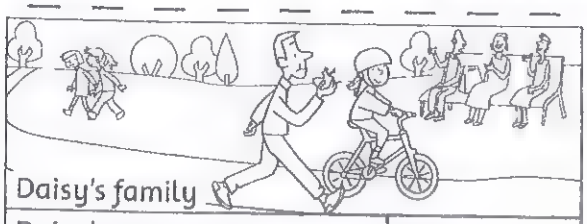
SUGGESTED ANSWERS

Two children are going out in the snow. They're wearing coats, hats, gloves and scarves. They've got two sledges.
The children are going down a hill on their sledges. They're having fun. They're very happy.
One of the children falls off the sledge. The child is in the snow. The child's hat has come off.
The children build a snowman. They put a scarf on the snowman. One of the children is cold now.
The two children are at home. They're near a fire. They're wearing different clothes. They've got hot drinks and they're eating biscuits.

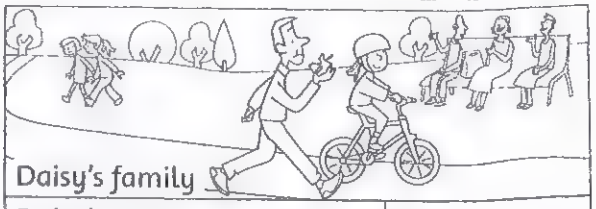
Term 1 Speaking Part 1



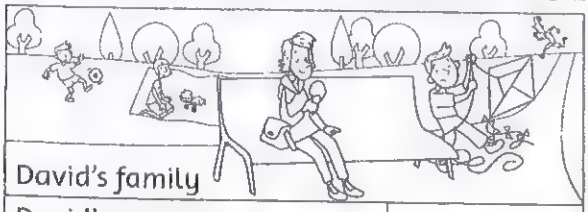
Term 2 Speaking Part 2



Daisy's family	
Daisy's surname	Green
How many people at park	13
What / Daisy / doing	riding bike
Daisy happy / bored	happy
What / Dad / eating	apple



Daisy's family	
Daisy's surname	?
How many people at park	?
What / Daisy / doing	?
Game fun / boring	?
What / Dad / eating	?



David's family	
David's surname	?
How many people at park	?
What / David / doing	?
Game fun / boring	?
What / Mum / eating	?

David's family	
David's surname	White
How many people at park	12
What / David / doing	flying kite
David happy / bored	bored
What / Mum / eating	ice cream

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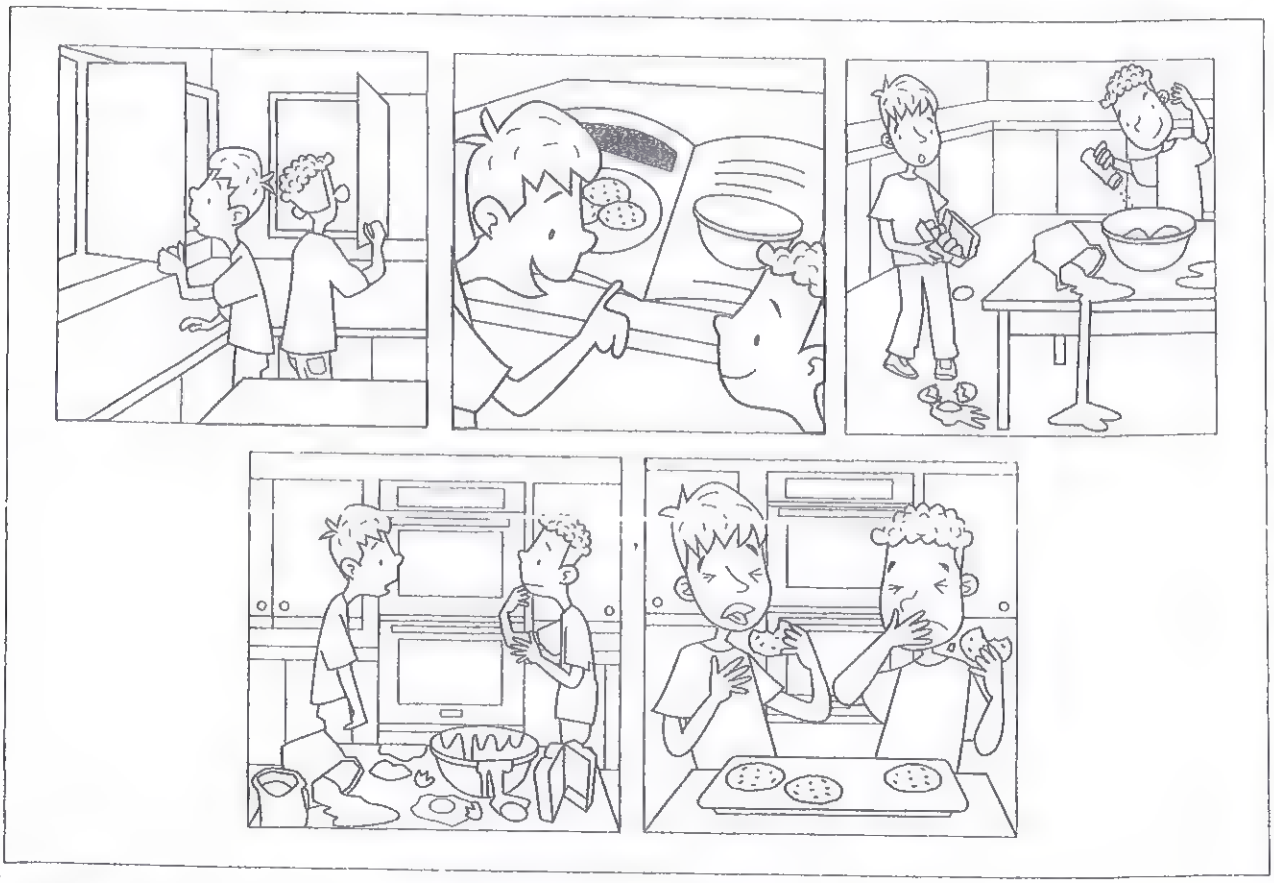
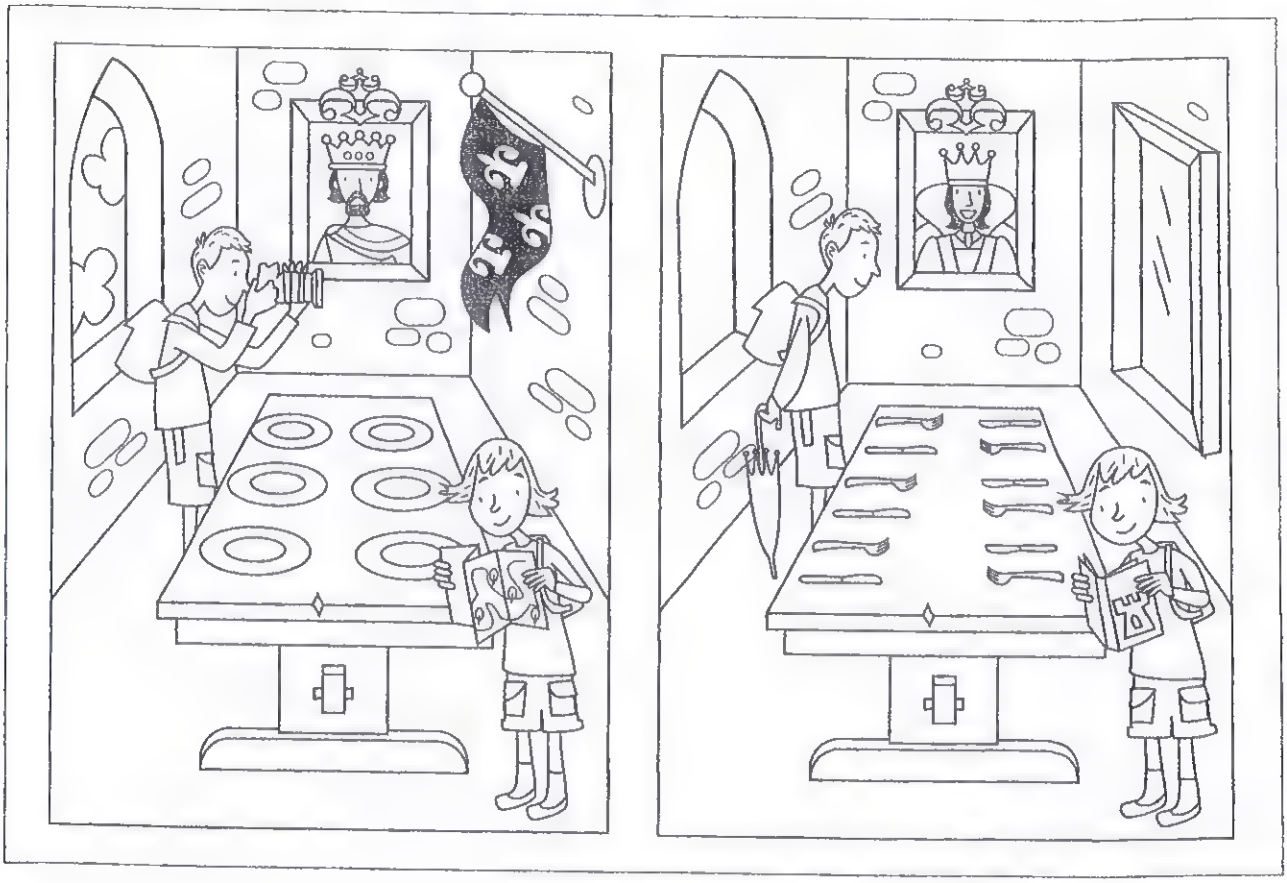
Term 1 Speaking Part 3



Term 2 Speaking Part 1



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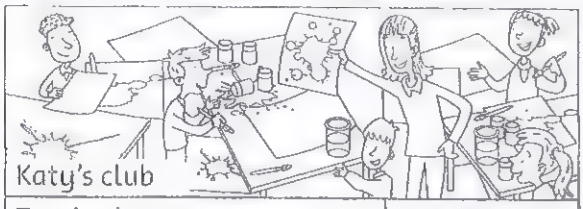
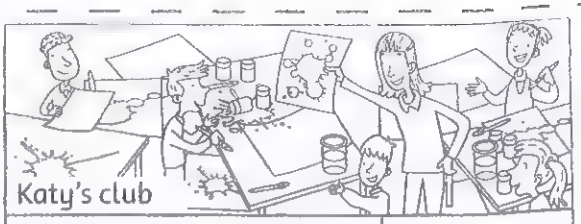
Term 2 Speaking Part 2



Katy's club

Teacher's name	Mrs Right
What / doing	art club
How old / children	11
What time / finish	4.15
Classroom tidy / untidy	untidy

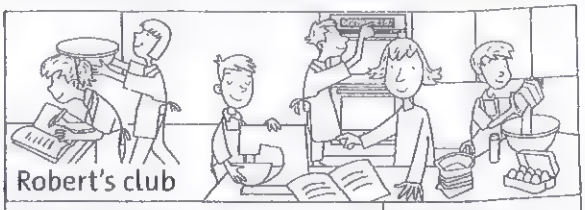


Katy's club

Teacher's name	?
What / doing	?
How old / children	?
What time / finish	?
Classroom tidy / untidy	?

Robert's club

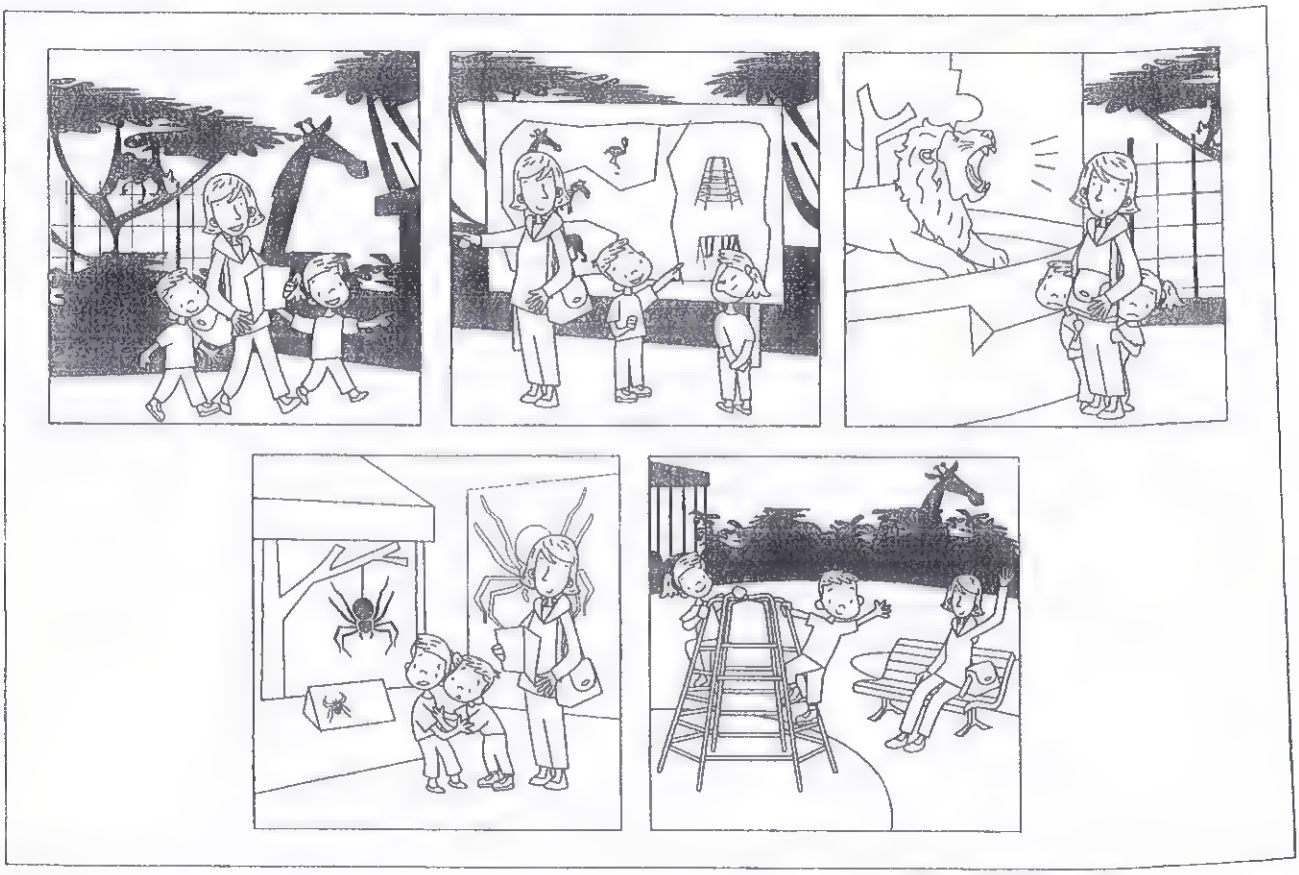
Teacher's name	?
What / doing	?
How old / children	?
What time / finish	?
Classroom tidy / untidy	?



Robert's club

Teacher's name	Mrs Brown
What / doing	cookery club
How old / children	12
What time / finish	4.30
Classroom tidy / untidy	tidy

Term 2 Speaking Part 3



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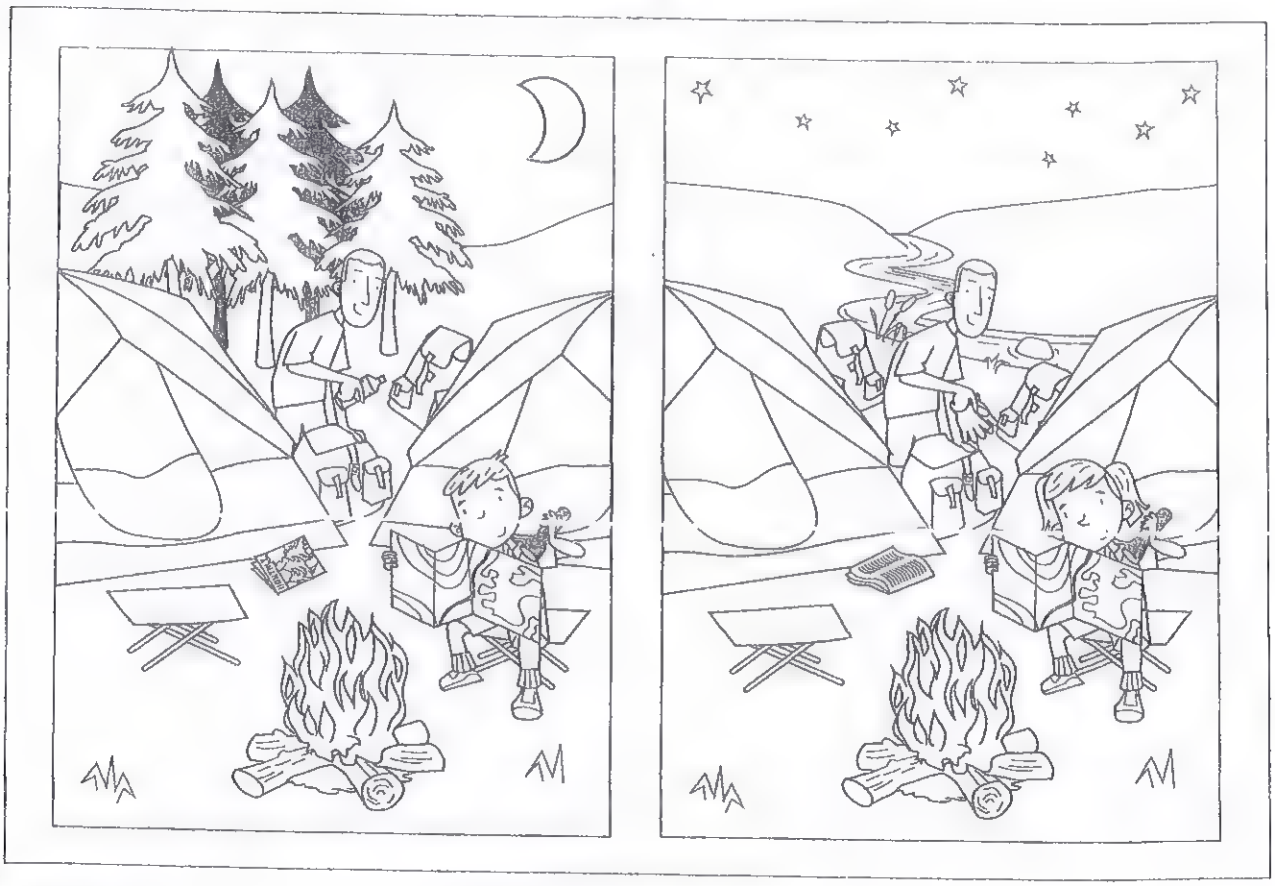
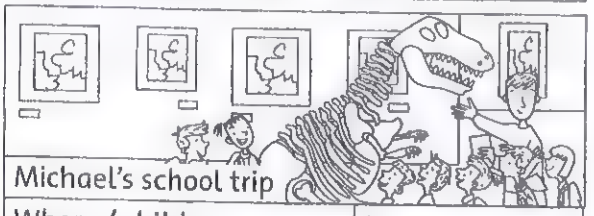
Term 3 Speaking Part 1

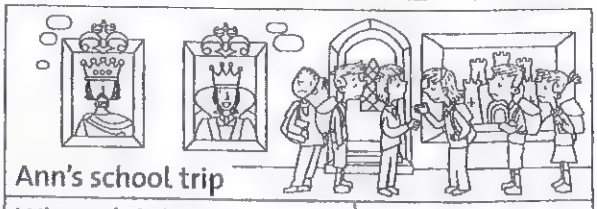


Term 3 Speaking Part 2

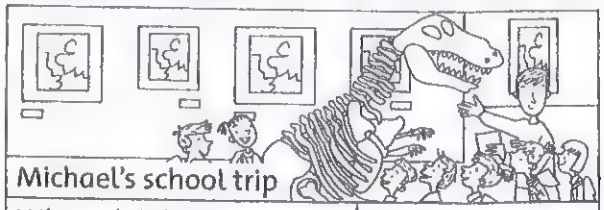
Ann's school trip	
Where / children	museum
How many children	22
What / studying	dinosaurs
Trip interesting / boring	interesting
What time / lunch	1.00



Michael's school trip	
Where / children	?
How many children	?
What / studying	?
Trip interesting / boring	?
What time / lunch	?



Ann's school trip	
Where / children	?
How many children	?
What / studying	?
Trip interesting / boring	?
What time / lunch	?



Michael's school trip	
Where / children	castle
How many children	24
What / studying	history
Trip interesting / boring	boring
What time / lunch	12.30

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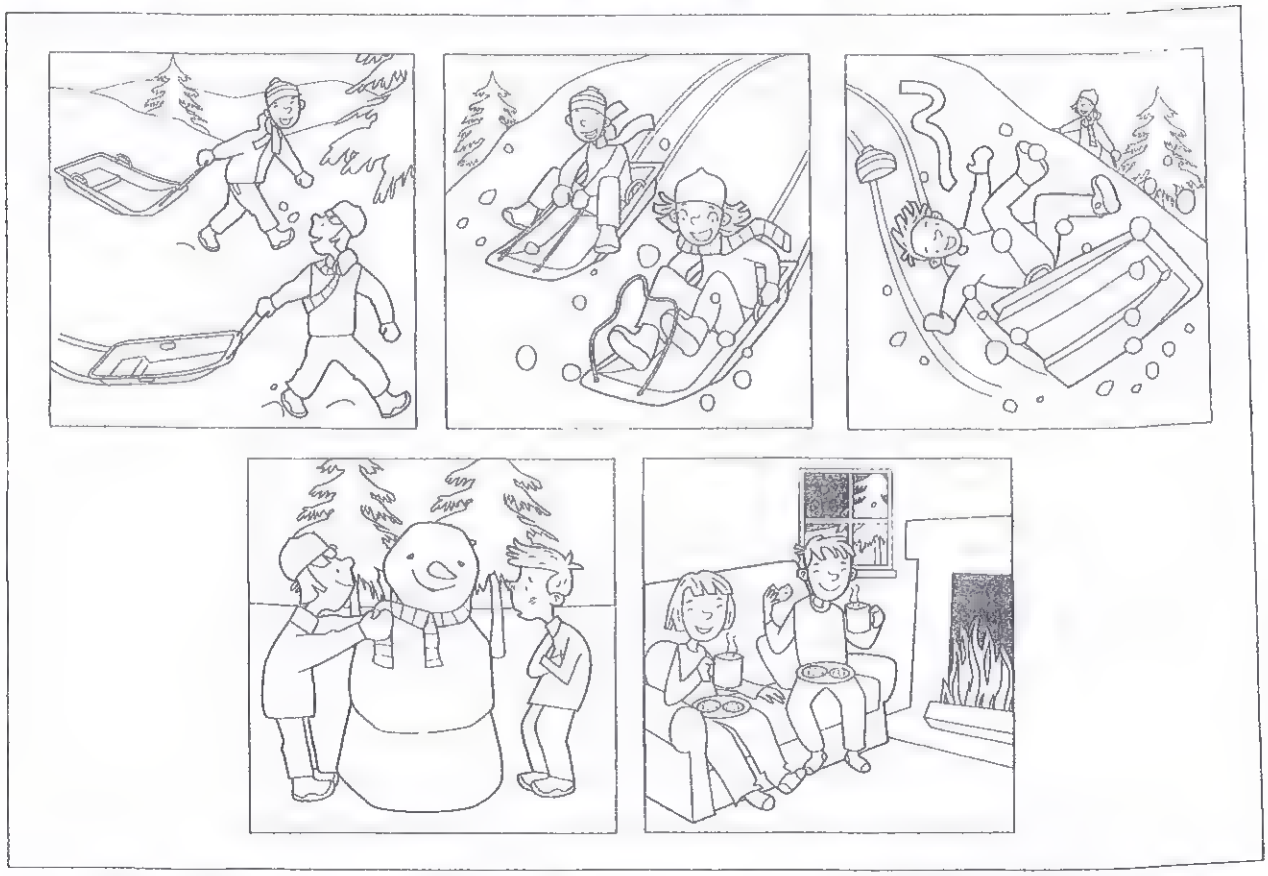
Speaking Part 3



Introduction extra

Student's Book page 2

Use this with Activity 2 on page 128.

Child B

Meet Holly and Harry's best friends.

Ask questions about Harry's friend.

Write your answers.

Answer questions about Holly's friend.

Name?	Katy	
How old?	ten	
Where / live?	Station Road	
Brothers / sisters?	one brother – Robert	
Favourite hobby?	skating	

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Introduction extra

Complete Holly's diary about her family. Then answer the questions.

William Emma Mr husband ~~Harry~~ wife cousin single
sixteen thirty-eight seventy-eight seventy-nine

Tuesday 1st January

This is the first page of my new diary. I got it for Christmas! Today is the first day of the first month of the new year! Happy New Year! I want to tell you about my family. My brother is called (1) Harry and he's ten years old, like me. We're twins! We've got another brother. He's called (2) _____ and he's (3) _____ years old. We've also got a little sister called (4) _____. She's only three.

Mum and Dad are married. Dad is (5) _____ Brown and Mum is his (6) _____, Mrs Brown. Mum has got a twin sister. She's my Aunt Lily. Aunt Lily looks like Mum! They're both (7) _____ years old. It's strange sometimes! Aunt Lily is married. Her (8) _____ is called David. They've got one daughter. That's my (9) _____, Helen. She's older than me and she's at college. Uncle Michael is (10) _____. He hasn't got any children. My grandma and grandpa are old. Grandpa is (11) _____ and Grandma is (12) _____, but she'll be eighty soon! We're going to buy her a cake and go to a restaurant for her birthday!

1 What's the date in Holly's diary?
_____

2 What's the date today?
_____

3 What date is your birthday?
_____

Child A

Child A Now meet Harry and Holly's best friends.

Ask questions about Holly's friend.

Write your answers.

Answer questions about Harry's friend.

Name?	George	
How old?	eleven	
Where / live?	Park Street	
Brothers / sisters?	one sister – Sarah	
Favourite hobby?	collecting stamps	

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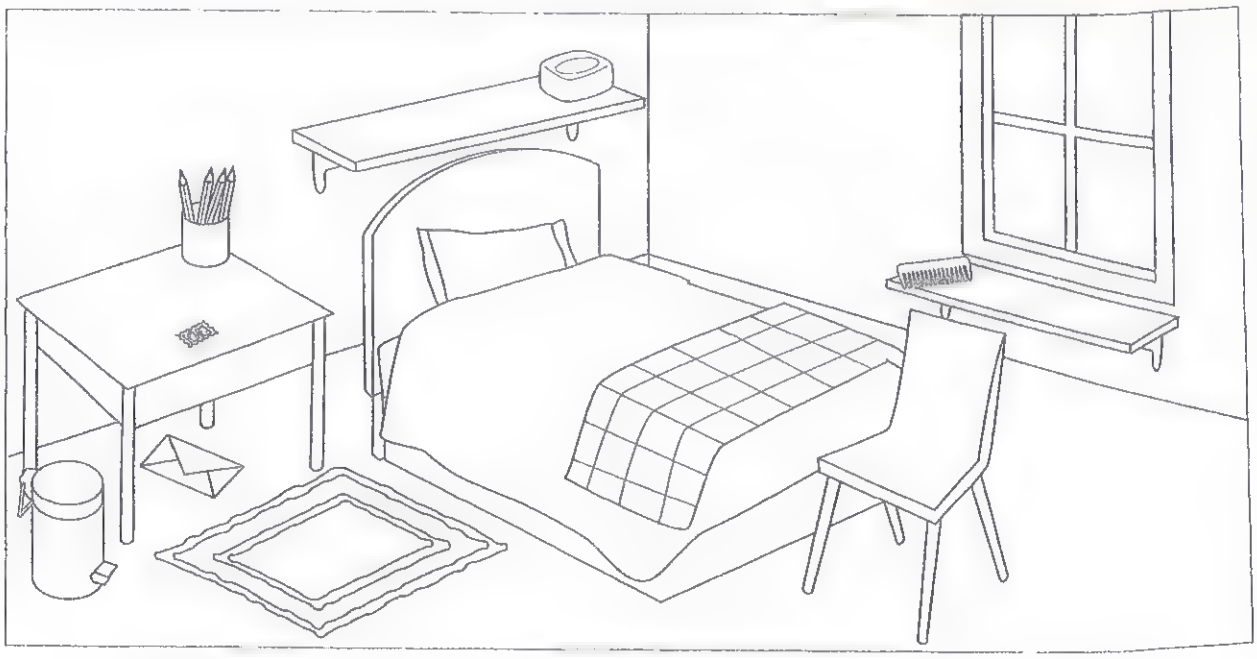
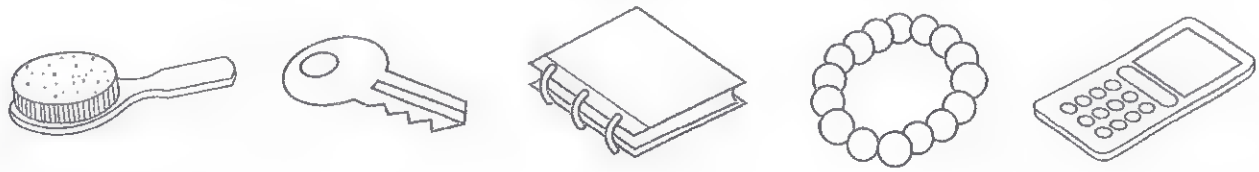
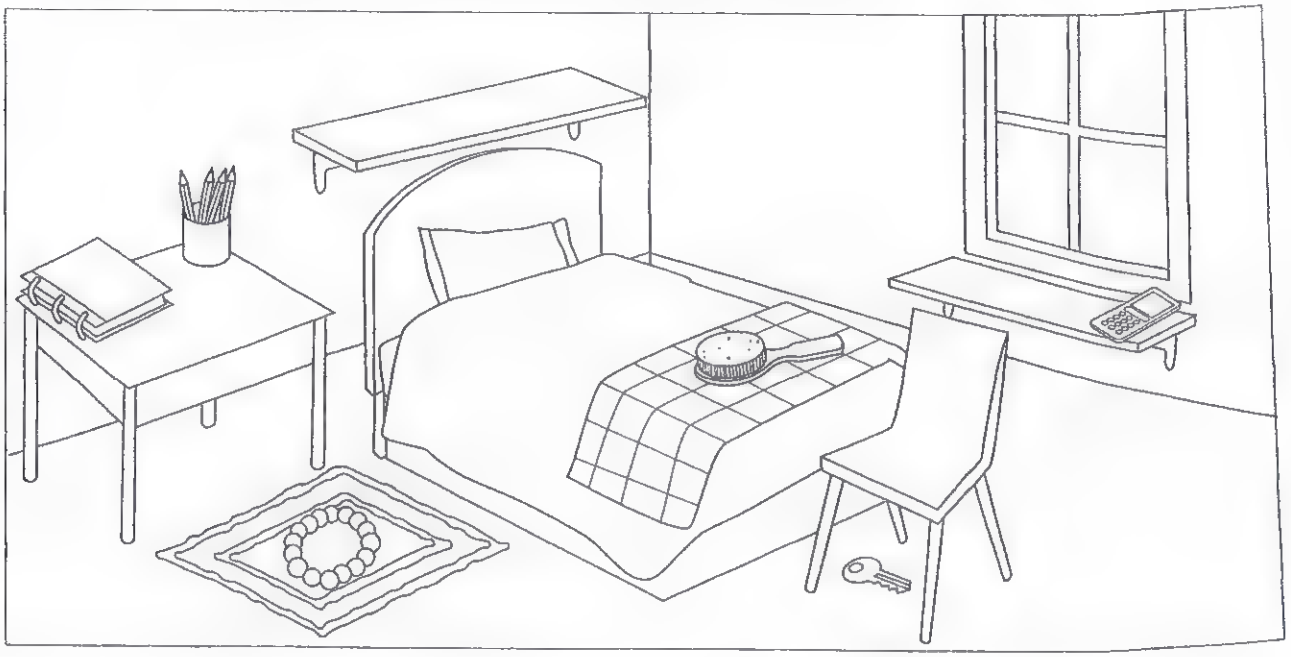
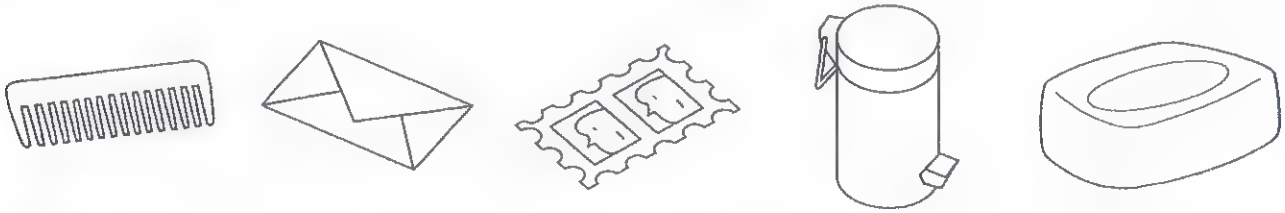
Unit 1 Speaking

Student's Book page 5









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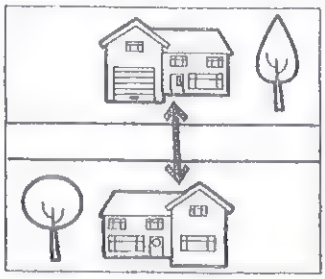
Unit 2 Speaking

Student's Book page 13

Use these words to say where other things are on the map on page 12.

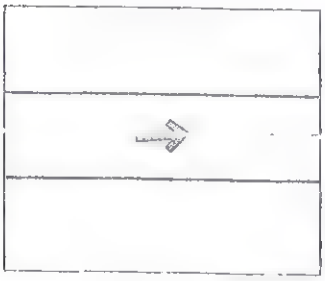
behind



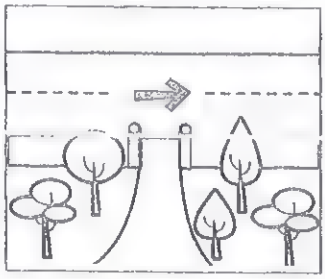
opposite

next to

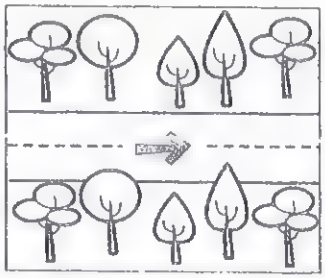
between



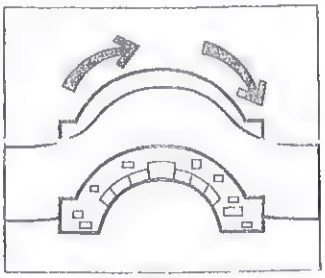
straight on



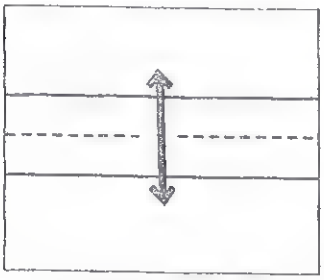
past



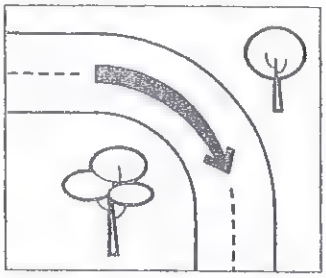
through



over



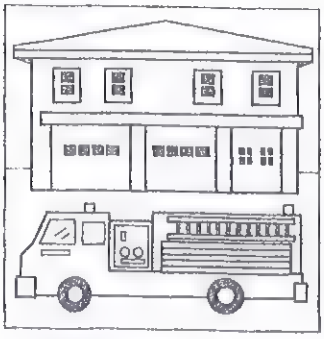
across the road

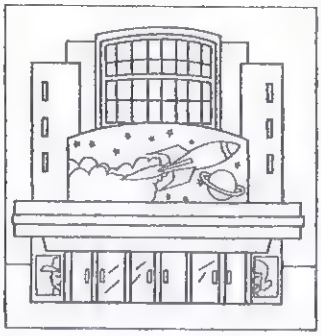


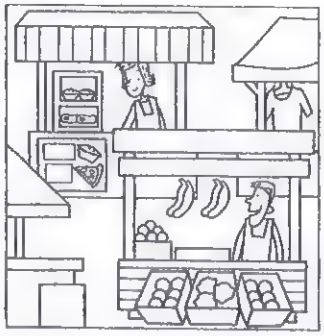
round the corner

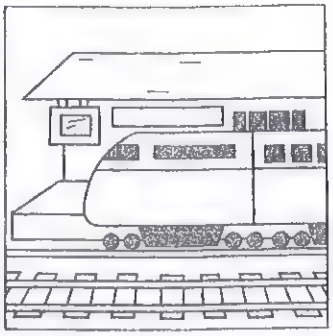
in front of

Child A

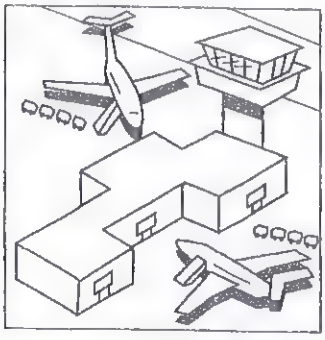


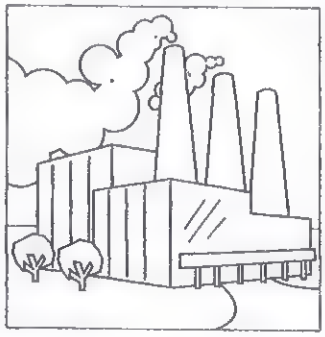


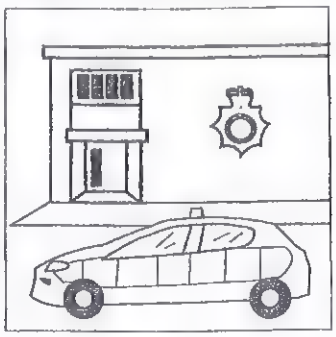




Child B







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Unit 3 Speaking

Student's Book page 24

Card A

How to make biscuits

What you need:

_____

_____

275 grams (plain) flour

small pieces of chocolate

What to do:

1 Put the cooker on. The temperature should be 170° C

2 Mix the _____ and the _____ in a large _____ until it's _____.

3 Now put the flour into the bowl with the sugar and butter. Do this slowly.

4 Mix in _____ pieces of _____.

5 When it's all mixed together, use your hands to make small balls of biscuit mix.

6 Now use a _____ and make the _____ of biscuit mix flat.

7 Cook the biscuits for thirteen to fifteen minutes or until they are light brown.

8 Take the biscuits out of the _____ and put them carefully onto a _____.

You are now ready to eat your biscuits!

Card B

How to make biscuits

What you need:

225 grams butter

110 grams sugar

_____

_____

What to do:

1 _____ the _____ on. The temperature should be 170° C

2 Mix the butter and the sugar in a large bowl until it's soft.

3 Now put the _____ into the _____ with the sugar and butter. Do this _____.

4 Mix in small pieces of chocolate.

5 When it's all mixed together, use your _____ to make small _____ of biscuit mix.

6 Now use a fork and make the balls of biscuit mix flat.

7 Cook the biscuits for _____ to _____ minutes or until they are light _____.

8 Take the biscuits out of the cooker and put them carefully onto a plate.

You are now ready to eat your biscuits!

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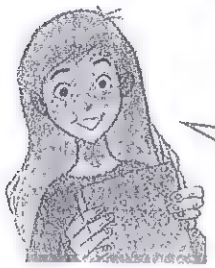
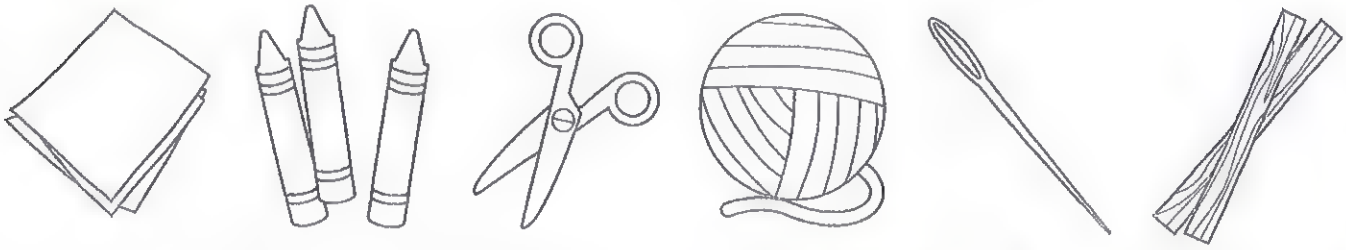
Unit 4 Speaking

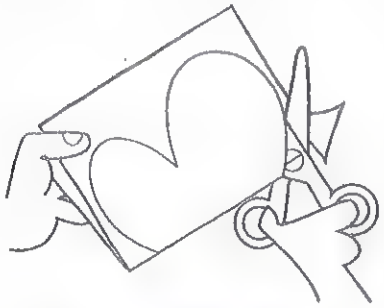
Student's Book page 31



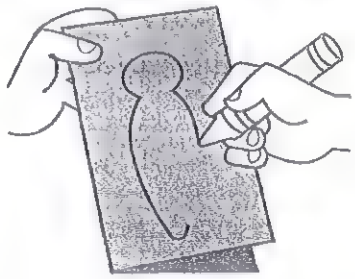
Do you want to join my Art Club?
Here's how to make Emma's butterfly toy!

What you need:

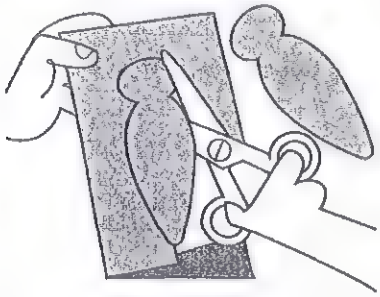




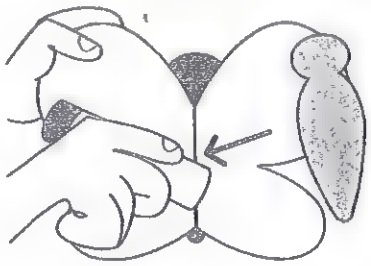
Fold a piece of white card in half and with a pencil draw two wings of the butterfly. Cut round your butterfly wings and open the card.



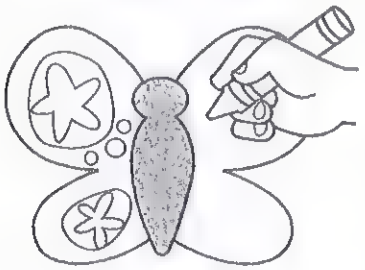
Fold a piece of black or brown card and draw the head and body of your butterfly.



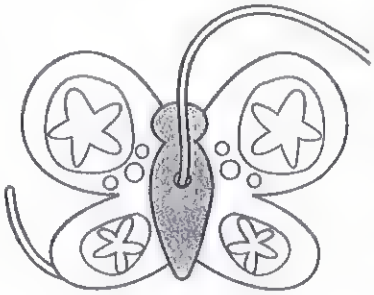
Cut round the head and body. You should now have two heads and bodies.



Glue one body on each side of the butterfly wings. Make one more butterfly in this way.

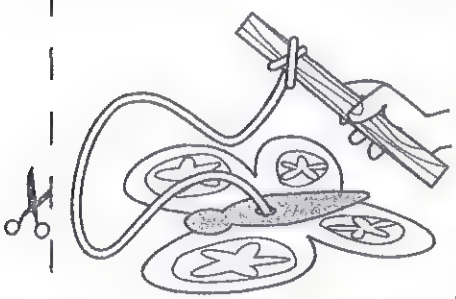


Colour the front and back of your butterflies. You can glue things onto your butterflies to make them really pretty!



Make holes in the body of your butterflies.

Tie pieces of wool through the holes in your butterflies.



Take a piece of wood and tie the other end of the wool round the stick. Tie one butterfly at each end of the piece of wood.

Tie a piece of wool in the middle of the wood, and hold your toy so you get something like this.

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Unit 5 Speaking

Student's Book page 43

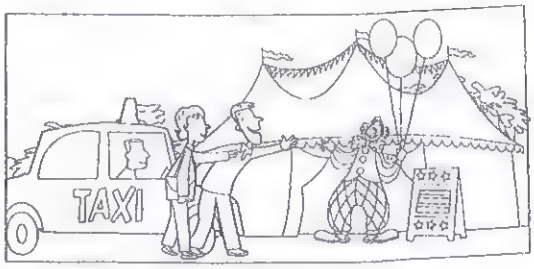
Child A

Give information about David's day out.

Ask questions about Betty's day out and write the answers.

David's day out

Where / go?	circus
Who / with?	aunt
How / get there?	taxi
What / see?	clowns
Time / home?	half past nine



Betty's day out

Where / go?	
Who / with?	
How / get there?	
What / see?	
Time / home?	

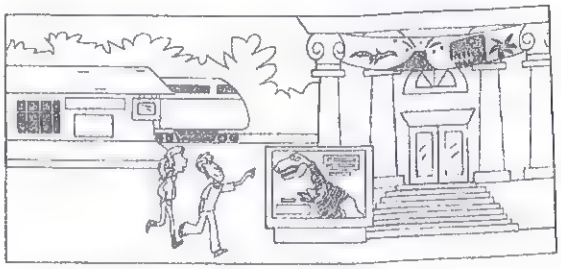
Child B

Give information about Betty's day out.

Ask questions about David's day out and write the answers.

Betty's day out

Where / go?	museum
Who / with?	cousin
How / get there?	train
What / see?	dinosaurs
Time / home?	quarter to eight



David's day out

Where / go?	
Who / with?	
How / get there?	
What / see?	
Time / home?	

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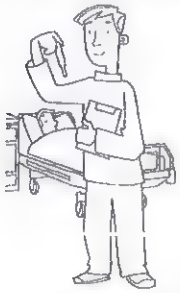
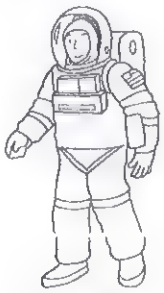
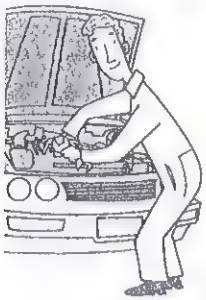
Unit 6 Speaking

Student's Book page 49







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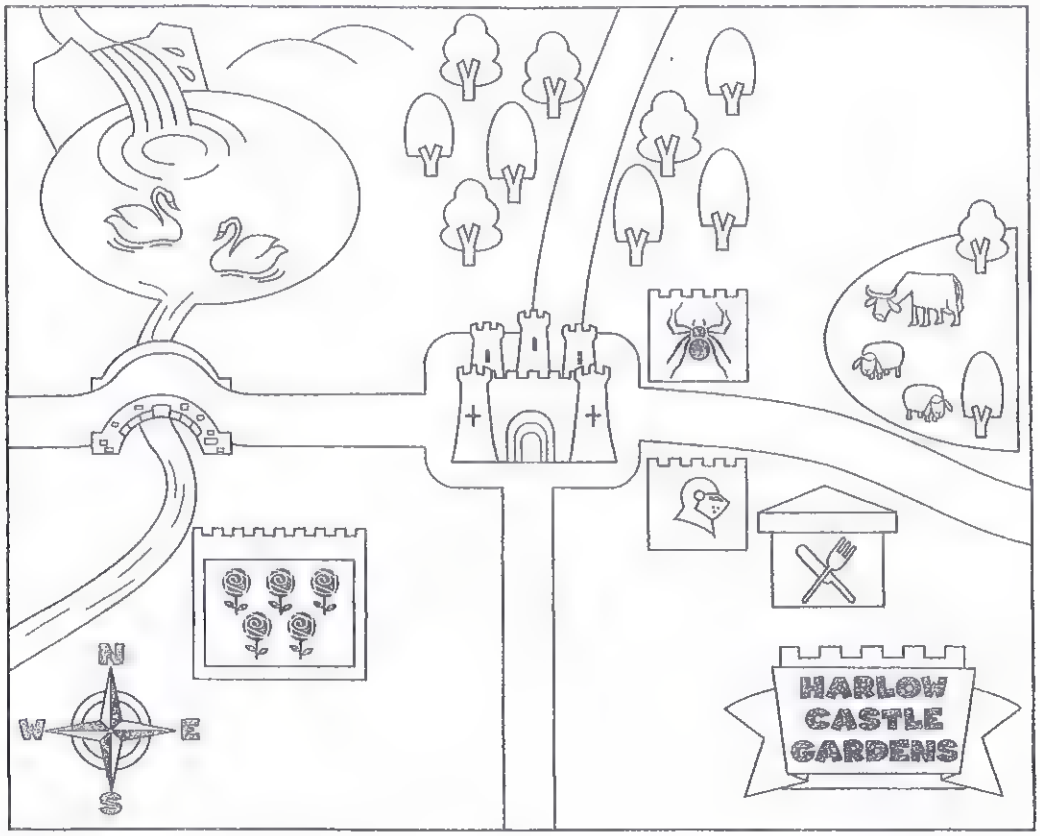
Unit 7 Speaking

Student's Book page 58

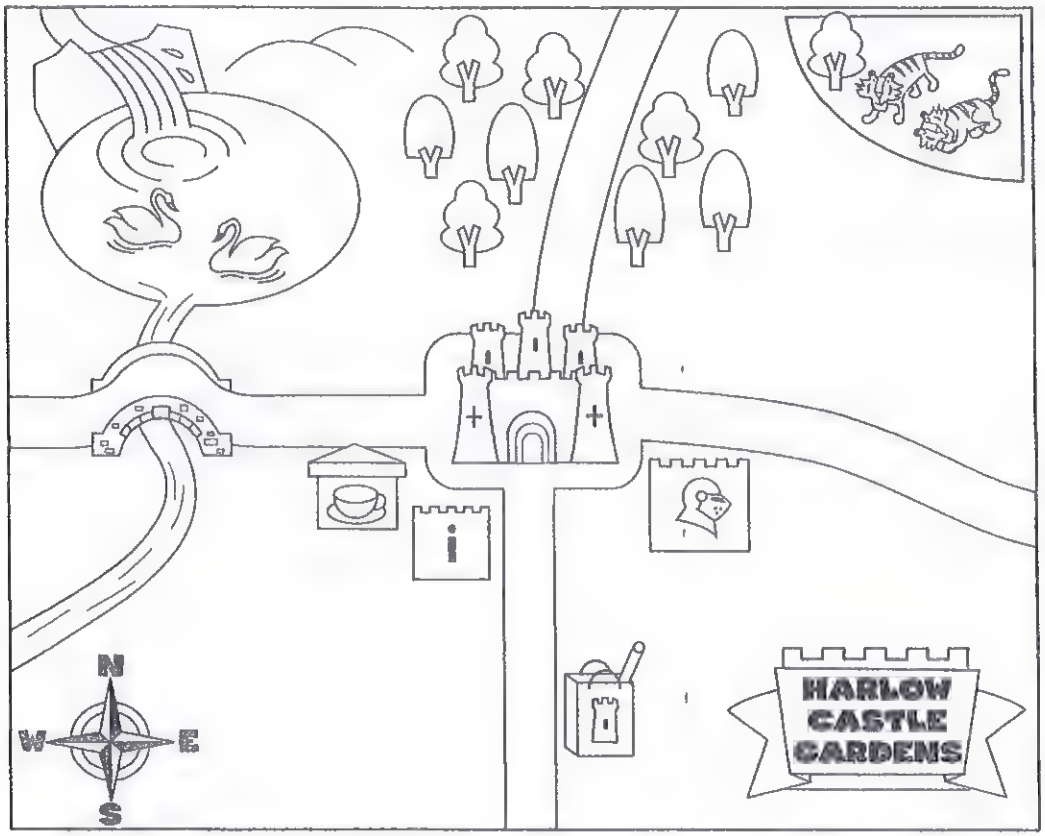
Child A



Find the:

- information desk
- café
- shop
- wild animals

Child B



Find the:

- flower garden
- insect house
- restaurant
- farm animals

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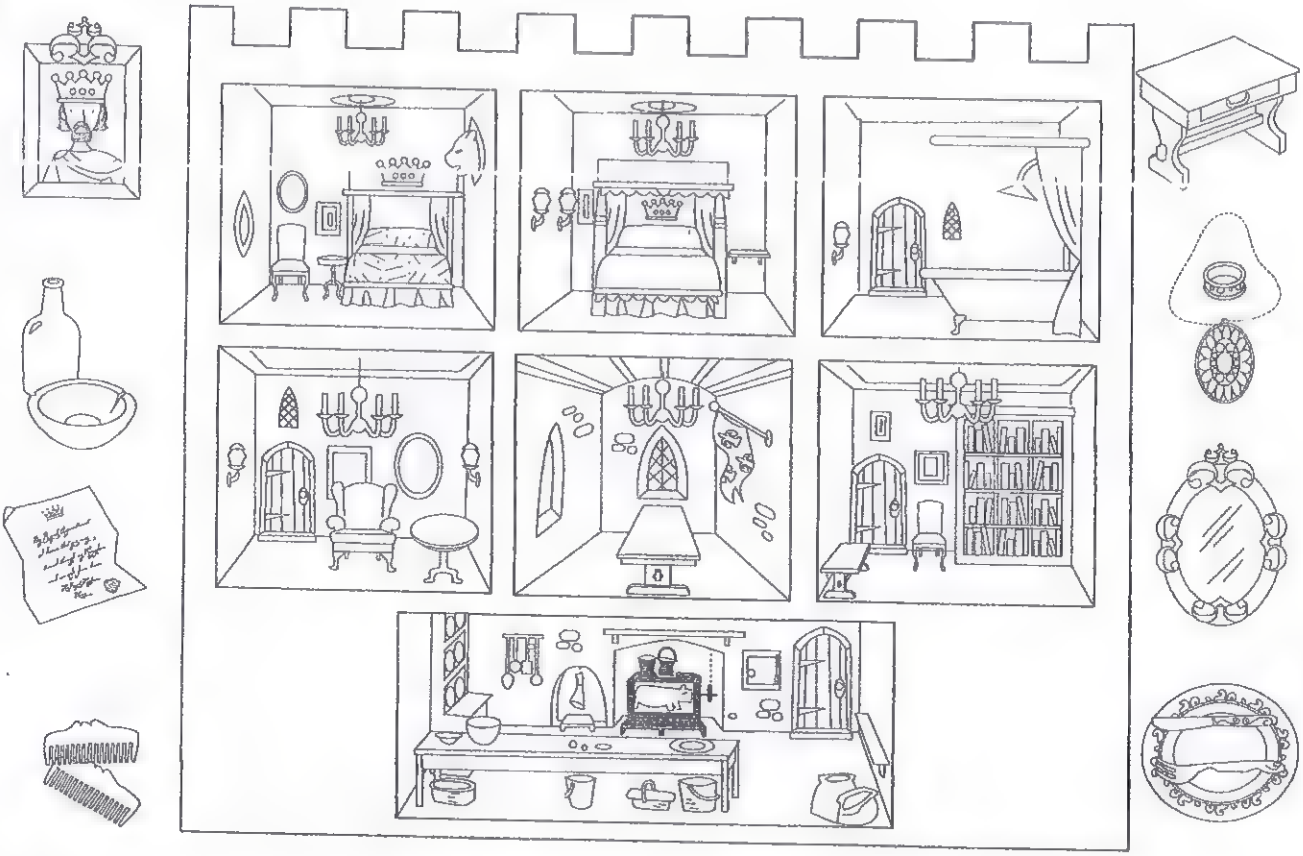
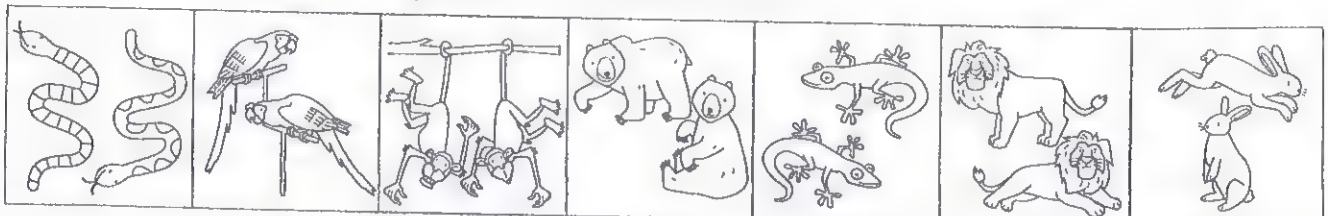
My Castle Trip *by Holly Brown*

1 Put the time on the clock. Draw lines.

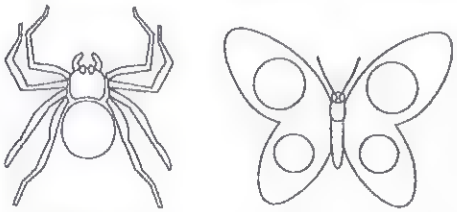
I got up at That's very early!



2 Tick the animals Holly saw and colour them.



3 Colour Holly's favourite insects. Put the time on the clock.



I got back to school at That's very late!

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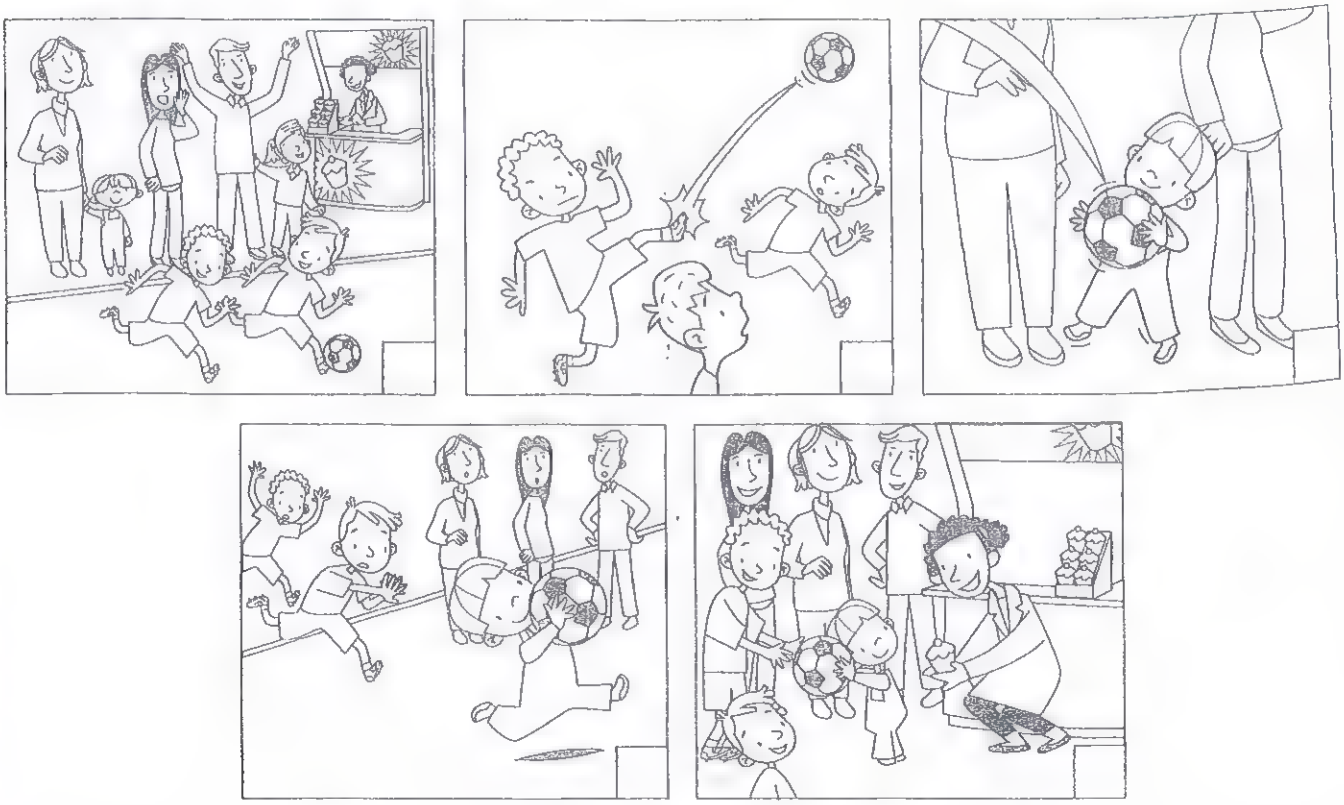
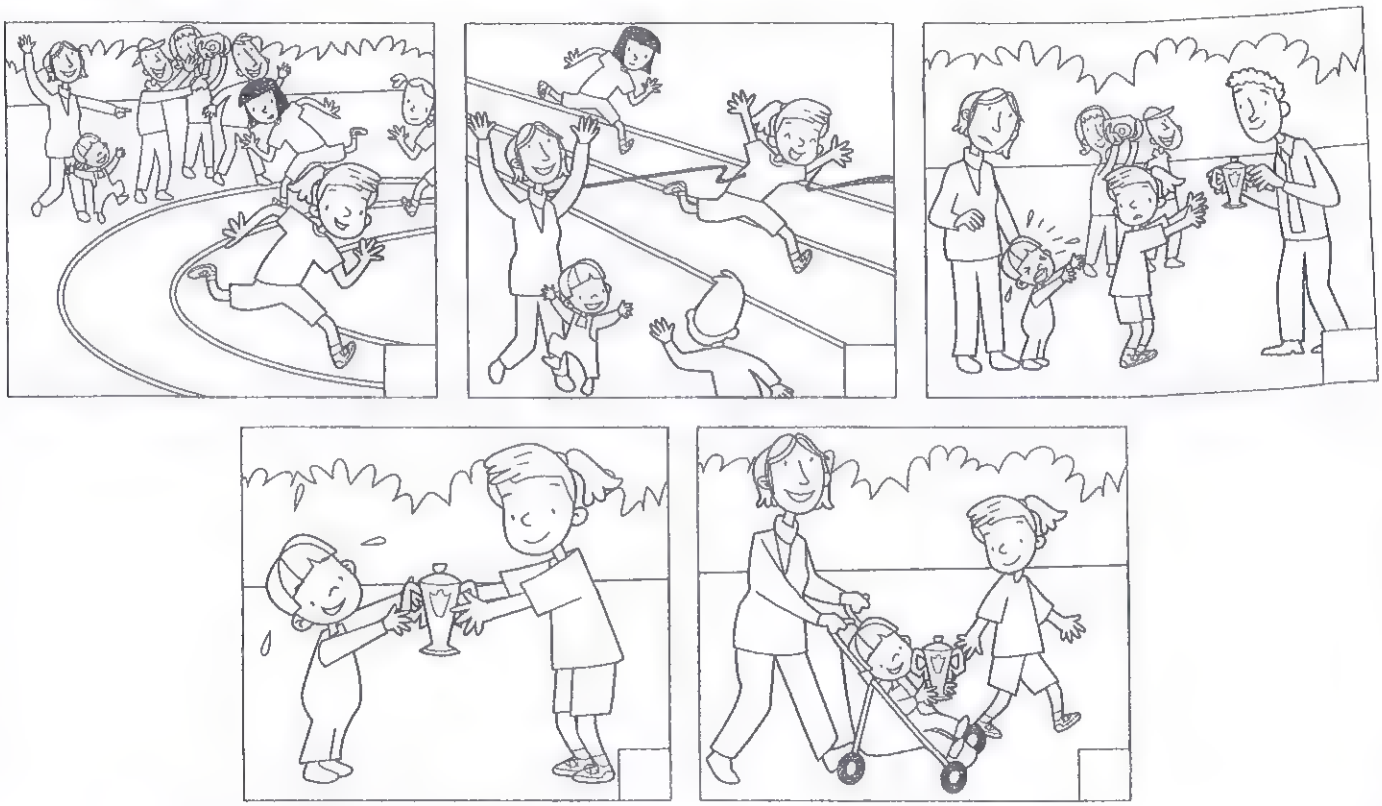
Unit 8 Speaking

Student's Book page 68

Story 1



Story 2



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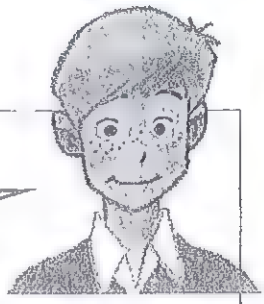
Unit 9 Speaking

Student's Book page 77

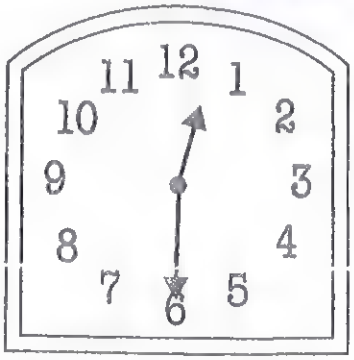
Look and read about Harry's day.



It's been a long day! It's half past six now. I got up eleven hours ago!

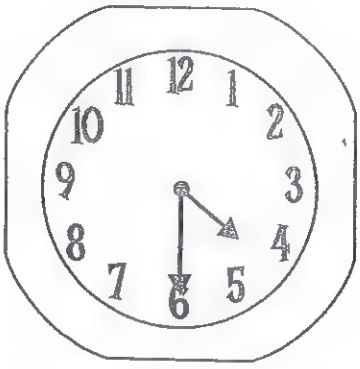
got up

left school

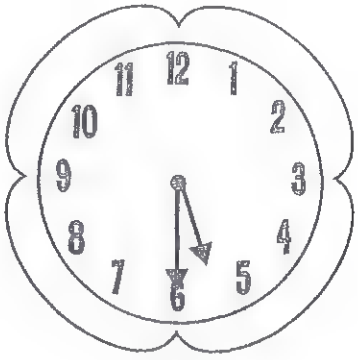


had lunch in restaurant

arrived!



put tents up



ate dinner

Talk about Harry's day.

He got up at half past seven. That's eleven hours ago.

Draw clocks and write what you did today. Talk to your friend about your day.

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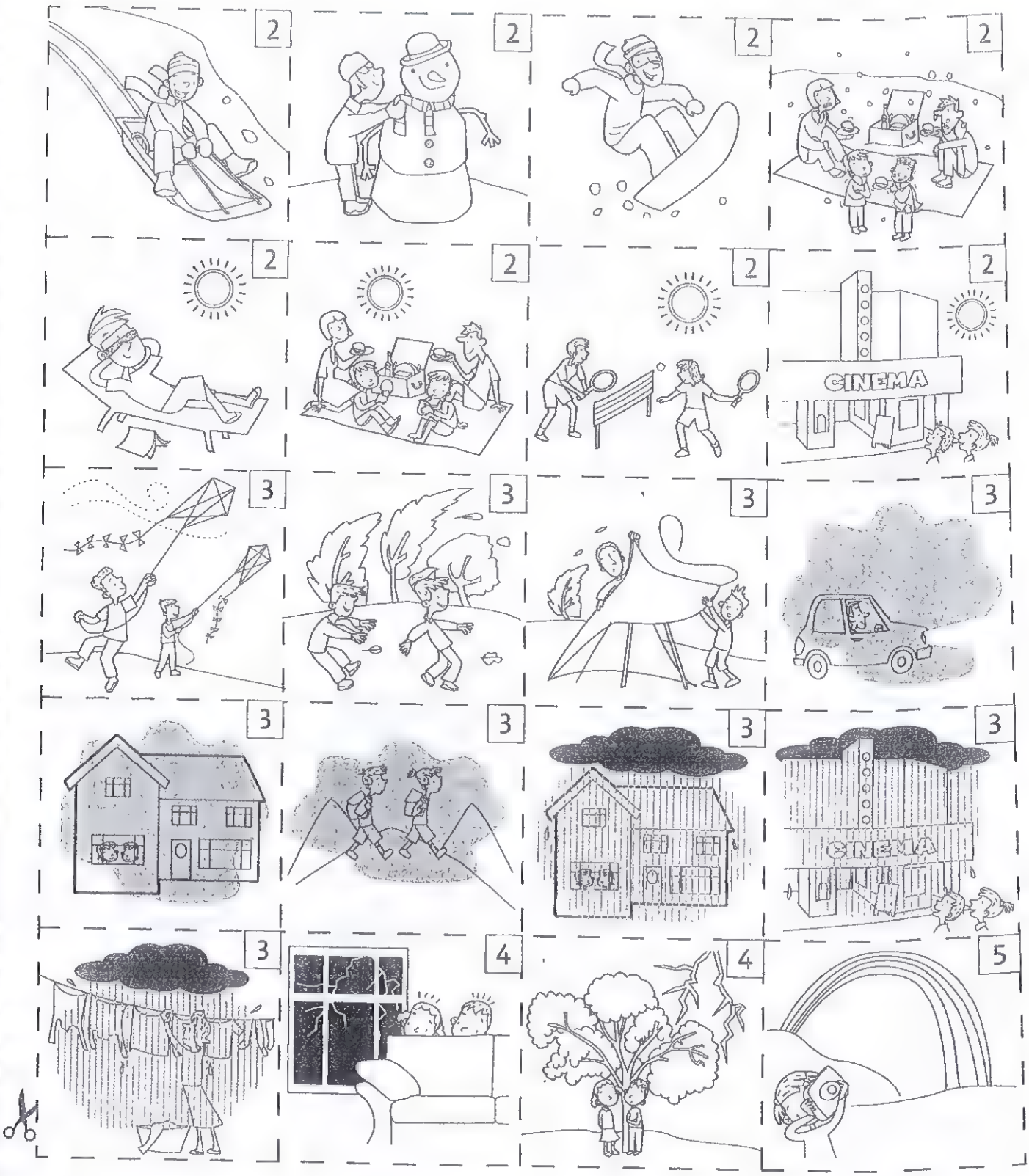
Unit 10 Speaking

Student's Book page 86

If it's sunny ...
If it's windy ...
If it's foggy ...

If it snows ...
If it rains ...

If there's a storm ...
If there's a rainbow ...



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Unit 11 Speaking

Student's Book page 93

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Unit 11 Extra

Student's Book page 94

Child A

When we were at the airport, I looked for my money in my pocket, but it wasn't there. I couldn't believe it! The driver stole all my money! I was crying when we arrived at the information desk but Mum said 'Don't worry, we'll give you some money for the holiday.' I felt a bit better then.

A woman in uniform told us to hurry or we'd miss the plane. We left our suitcases in the big hall and ran to the plane. All the passengers were looking at us when we got on, and we couldn't sit together. I sat by a very unfriendly man. He said I couldn't sit next to the window and I really wanted to do that.

After five hours on the plane we arrived. The doors opened and I felt too hot when I climbed down the stairs from the plane. But I was excited! I was in Egypt!

1 Why was Harry crying?

_____

2 What was the problem on the plane?

_____

3 How did Harry feel when he arrived in Egypt?

_____

4 Do you think this is the start, the middle or the end of the story?

_____

Child B

Mum and Dad decided it was a good idea to go on holiday with Mr and Mrs White and their children George and Sarah. I was happy about that because their son George is my best friend.

We got up in the middle of the night! We left the house, then Dad went back into the house to fetch Emma's doll! Then Mum went back into the house so she could turn off the lights in William's bedroom. Then I went back into the house again, to get my money. We were a bit late when we arrived at George's house! I think George's mum and dad were unhappy about that.

We followed them to the airport in our car, but they weren't going the right way so we all had to turn round. Mum was worried because the traffic on the roads was quite bad.

1 How many times did people go back to the house?

_____

2 What did they fetch from the house?

_____

3 Where did they go when they left the house?

_____

4 Do you think this is the start, the middle or the end of the story?

_____

Child C

Suddenly we heard a loud noise. We stopped the car and Dad got out. Dad said there was a problem with one of the car's wheels. Mr White and Dad tried to change the wheel, but they couldn't do it. We were very late! Mum was worried and she was saying 'We're going to miss the plane!' Dad was saying, 'We'll be fine!' but you could see he was worried too.

We left the car in a little street. Dad ran up and down the street, then he found a man in a taxi. We put all our suitcases in the taxi and we got a lift to the airport. I sat next to the taxi driver. He wasn't very friendly. George's dad followed our taxi and the taxi driver drove really fast to get to airport quickly! As we left the taxi, I felt the driver take something out of my pocket.

1 What was the problem with the car? _____

2 Who took Harry and his family to the airport? _____

3 Who followed them to the airport? _____

4 Do you think this is the start, the middle or the end of the story? _____

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Unit 12 Speaking

Student's Book page 104

Child A

Read the information about Neptune. Answer the questions.

Then listen and complete the information about Jupiter.

Neptune

Neptune is the furthest planet away from the Sun. It has got 19 moons. It looks blue, and it goes around the Sun once in every 165 Earth years. It is about four times bigger than Earth. It is a very windy planet!

Jupiter

What is special about Jupiter?

_____

How many moons has it got?

_____

What is Ganymede?

_____

How long does it take to go around the Sun? _____

How big is it? _____

What is the red spot?

_____

Child B

Read the information about Jupiter. Answer the questions.

Then listen and complete the information about Neptune.

Jupiter

Jupiter is the largest planet in the solar system. It has got over 60 moons. Its biggest moon is called Ganymede. It goes around the Sun once in every 12 Earth years. It's about 11 times bigger than Earth. There's a red spot on Jupiter, which is a big storm!

Neptune

What is special about Neptune?

_____

How many moons has it got?

_____

What colour does it look?

_____

How long does it take to go around the Sun? _____

How big is it? _____

What is the weather like?

_____

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Wordlist

Names

Girls:
Betty
Emma
Helen
Holly
Katy
Sarah
Sophia

Boys:
David
Frank
George
Harry
Michael
Oliver
Richard
Robert
William

Hello!

April
August
aunt
brother
cousin
dad
December
family tree
February
grandma
grandpa
husband
January
July
June
March
married
May
month
mum
November
October
September
single
sister
surname
thousand
twins
uncle
way
wife

1 Our home

after
anyone
anything
anywhere
arrive
away
before
bin
bit
bored
borrow
broken
brush
channel
chat
chess
college
comb
cooker
cushion
dear
diary
drums
empty
envelope
everyone
everything
everywhere
fridge
friendly
full
fun
go out
important
interesting
keep
key
kind
late
letter
little
lucky
meal
much
necklace
news
noisy
no-one
of course
oven
paper
popular
post
postcard
programme
quiet
rucksack
search
shampoo
shelf
soap
somewhere
stamps
take
teach
tidy
time
toothpaste
unfriendly
unhappy
untidy
usually
violin
warm
wheel
wifi

2 Going to town

across
airport
ambulance
bank
bicycle
bridge
castle
chemist's
corner
expensive
factory
fetch
fire engine
fire station
forget
front
get to
hill
hotel
How long
later
left
middle
money
motorway
museum
next
other
over
past
police station
post office
pyjamas
railway station
remember
restaurant
right
shorts
sky
skyscraper
stadium
taxi
through
traffic
university
will
wood

3 Eating out

amazing
biscuit
bracelet
butter
chopsticks
dangerous
delicious
excited
feel
finish
flour
fork
frightened
group
hard
hear
honey
ill
jam
knife
look like
lovely
medicine
mind
olives
pepper
piece
pizza
salt
smell
soft
sound
spend
spoon
strawberry
sugar
surprise
tastes
tortoise
visit
wool
yoghurt

4 At school

a.m.
actually
agree
art
beetle
card
club
cut
dictionary
disappear
during
enormous
excellent
geography
half
history
improve
information
invitation
IT
join
language
maths
metal
midday
midnight
music
o'clock
p.m.
plastic
program
quarter
repeat
same
save
science
study
subject
sure

sachtienganhhanoi.com

timetable
quiz

Revision 1

believe
minute
mix
turn on
until
without

5 A day out

act
actor
ago
air
also
brave
cage
cartoon
cereal
cheap
cinema
circus
clown
dinosaurs
extinct
find out
frightening
gym
hate
high
hole
hour
million
museum
ocean
project
pyramids
screen
seat
sell
several
special
stage
stay
swing
telephone
theatre
tomorrow
tune
wild
zoo

6 Dream jobs

artist
astronaut
bandage
begin
businessman/woman
cook
dentist
designer
doctor
each
early
engineer
fast
fire fighter
happen
job
journalist
lazy
look after
manager
mechanic
meeting
nowhere
nurse
office
perhaps
photographer
pilot
police officer
poor
rich
singer
teacher
tennis player
waiter

7 At the castle

appear
bridge
building
butterfly
century
conversation
costume
creature
crown
date
design
east
entrance
exit
festival
finger
flag
follow
gate
glass
gold
insect
interested
journey
king
leave
make sure
might
north
postcard
queen
ring
send
silver
south
steps
still
swan
swing
touch
tour
unusual
view
west
wild
wonderful

8 Sports day!

already
competition
end
explain
fall over
goal
golf
just
knee
match
prize
race
score
snack
sore
team
volleyball
winner
yet

Revision 2

engine
invent
repair
suddenly
win

9 Our camping adventure

alone
belt
biscuits
burn
camp
cave
dark
decide
deep
Earth
elbow
explore
fire
fur
furry
glove
heavy
hill
horrible
kilometre
large
magazine
missing
nest
newspaper
path
pocket
rock
soft
stars
stone
strange
tent
tights
together
torch
tyre
umbrella
whisper
whistle
wing
wood

10 A good year!

autumn
collect
enter
grow
leaf
lie
pull
push
sledge
snowball
snowboarding
snowman
spring
summer
trip
winter
wish
x-ray

11 Our summer holidays

camel
desert
environment
ever
foggy
lift
London
meet
octopus
pop music
raining
rock music
should
snowing
spotted
storm
striped
suitcase
sunglasses
sunny
toe
trainers

12 Past and future

calendar
eagle
enough
future
guess
hope
land
past
planet
pond
racing car
ready
rocket
ski
space
stream
worried

Revision 3

ice